
Digitized by the Internet Archive
in 2011 with funding from
LYRASIS members and Sloan Foundation

http://www.archive.org/details/northcarolinajou1899gree

The Un.

NORTH CAROLINA

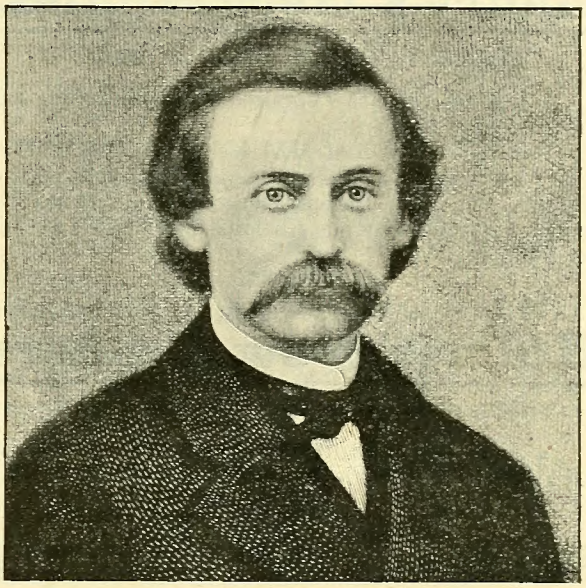
Journal of Education.

VOL. III. GREENSBORO, N. C., AUGUST, 1899. NUMBER 1.

The mission of Genius on earth! To uplift,
Purify, and confirm, by its own gracious gift,
The world.

Let the boy have his will! I tell thee, brother,
We treat these little ones too much like flowers,
Training them, in blind selfishness, to deck
Sticks of our poor setting, when they might,
If left to clamber where themselves incline,
Find nobler props to cling to, fitter place,
And sweeter air to bloom in. It is wrong—
Thou striv'st to sow with feelings all thine own,
With thoughts and hopes, anxieties and aims,
Born of thine own peculiar self, and fed,
Upon a certain round of circumstance,
A soul as different and distinct from thine
As love of goodness is from love of glory,
Or noble poesy from noble prose.
* * * * * * * We are born,
It is my faith, in minature completeness,
And like each other only in our weakness,
Even with our mother's milk upon our lips,
Our smiles have different meanings, and our hands
Press with degrees of softness to her bosom.
It is not change—whatever in the heart
That wears its semblance, we, in looking back,
With gratulation or regret, perceive—
It is not change we undergo, but only
Growth or development. Yes! what is childhood
But after all a sort of golden daylight,
A beautiful and blessed wealth of sunshine,
Wherein the powers and passions of the soul
Sleep starlike but existent, till the night
Of gathering years shall call the slumbers forth,
And they rise up in glory? Early grief,
A shadow like the darkness of eclipse,
Hath sometimes waked them sooner.

Most men know love but as a part of life:
They hide it in some corner of the breast,
Even from themselves; and only when they rest
In the brief pauses of that daily strife,
Wherewith the world might else be not so rife,
They draw it forth (as one draws forth a toy
To soothe some ardent, kiss-exacting boy),
And hold it to sister, child, or wife.
Ah me! why may not love and life be one?
Why walk we thus alone, when by our side,
Love, like a visible God, might be our guide?
How would the marts grow noble! and the street,
Worn like a dungeon floor by weary feet,
Seem then a golden court-way of the Sun!



HENRY TIMROD.

BORN IN CHARLESTON, DEC. 8, 1829, DIED IN COLUMBIA, OCT. 7, 1867.

THE POET OF THE CONFEDERACY.

"Hold up the glories of thy dead!"
To thine own self be true,
Land that he loved! Come honor now
This grave that honors you!

—Carl McKinley.

And therefore, though thy name shall pass away,
Even as a cloud that hath wept all its showers,
Yet as that cloud shall live again one day
In glad grass and in happy flowers,
So in thy thoughts, though clothed in sweeter rimes,
Thy life shall bear its flowers in future times.

That which we are and shall be is made up
Of what we have been. On the autumn leaf
The crimson stains bear witness of its spring;
And, on its perfect nodes, the ocean shell
Notches the slow, strange changes of its growth.
Ourselves are our own records; if we looked
Rightly into that blotted crimson page
Within our bosoms, then there were no need
To chronicle our stories; for the heart
Hath, like the earth, its strata, and contains
Its past within its present.

...PULAR AND STANDARD BOOKS

ADOPTED FOR USE IN NORTH CAROLINA.

Maury's Geographies.

ELEMENTARY, MANUAL, PHYSICAL.

Works of America's honored and well-known scientists, critically revised in the texts and maps every year, and so always up-to-date.

The 1899 Edition of MAURY'S MANUAL OF GEOGRAPHY has just been published. It is brought fully "up-to-date," and contains all the latest political and statistical geographical changes. The book also contains the 1899 Recent Geographical Events sheet, an entirely original feature of Maury's Geographies. Teachers having previous editions should send for enough of these sheets for their books. They are furnished free of charge.

Holmes' New Readers.

FIRST, SECOND, THIRD, FOURTH, FIFTH.

Well graded. Beautifully illustrated. Attractive in reading lessons. Many interesting stories about plant and animal life interspersed with other choice reading matter of high literary excellence.

Sanford's Arithmetics.

PRIMARY, INTERMEDIATE, COMMON SCHOOL, HIGHER.

In these books the graduation of work is easy and natural. They make interested and intelligent students. The work and problems are practical. The extensive and sustained use of these books attest their peculiar adaptation to the needs of a large and widely extended class of schools.

Hansell's Histories--New Editions.

SCHOOL HISTORY OF THE UNITED STATES.
HIGHER HISTORY OF THE UNITED STATES.

The new editions of both these books are most attractive in quality of text, accuracy, clear and pleasing style, pictorial illustrations, maps, etc. They correspond exactly with the former editions in arrangement of topics, chapter headings, etc.

Finger's Civil Government

IN NORTH CAROLINA AND THE UNITED STATES.

A School Manual and History. I. General Idea of Civil Government. II. Government in North Carolina. III. Government of the United States.

UNIVERSITY PUBLISHING CO.,

714 and 716 Canal St., New Orleans. **43-47 East 10th Street, New York.**

North Carolina Journal of Education.

Devoted to Education in North Carolina and the South.

VOLUME III. AUGUST, 1899. NUMBER 1.

North Carolina Journal of Education.

Entered as Second-Class Matter at the Post Office at Greensboro, North Carolina.

PHILANDER P. CLAXTON,
Professor Pedagogy State Normal and Industrial College,
EDITOR AND MANAGER.

Published monthly at Greensboro, N. C.
SUBSCRIPTION, $1.00; SINGLE NUMBERS, 10 CENTS.
In ordering paper give name, postoffice, county and state.
Remittances should be made by money order, express order or bank draft, payable to North Carolina Journal of Education,
Personal checks should not be sent for sums less than $1.00. Stamps, one and two cents, taken for $1.00 or less.
Address NORTH CAROLINA JOURNAL OF EDUCATION, Greensboro, N. C.

A Common Thought.

HENRY TIMROD.

Somewhere on this earthly planet
In the dust of flowers to be,
In the dew-drop, in the sunshine,
Sleeps a solemn day for me.

At this wakeful hour of midnight,
I behold it dawn in mist,
And I hear a sound of sobbing
Through the darkness--hist! oh, hist!

In a dim and murky chamber,
I am breathing life away;
Some one draws a curtain softly,
And I watch the broadening day.

As it purples in the zenith,
As it brightens on the lawn,
There's a hush of death about me,
And a whisper, "He is gone!"

This issue of the JOURNAL has been unavoidably delayed by the continued absence of the editor, conducting institutes in a distant part of the state. But subscribers will not lose by it. Three numbers will be issued in September and October, and after that it will appear regularly on the fifteenth each month.

Don't fail to notify us of any change of address. Always give old address as well as new. This will save *us* much trouble and *you* some delay.

A few days before the first day of May, when the citizens of Asheville were to vote on the question of an increase of the school tax from twenty to thirty cents on each hundred dollars of listed property and from sixty to ninety cents on each poll, the largest taxpayer in the city came into the office of a leading citizen, placed on his desk a one-hundred dollar bill, and requested that it be used to the best advantage in helping to carry the election for the increase of the tax. This gentleman has no children to be educated in the schools of the city; but, owning much property, the value of which depends on the general prosperity of the city, he knows the difference between a good investment and a niggardly, miserly hoarding which yields no returns; he also knows the difference between that broad-minded, patriotic, public-spirited citizenship which makes a man a blessing to his community and that narrow, individualistic, get-all-you-can-and-keep-all-you-get selfishness which makes a man a dead weight on the progress of his community, and little less than a curse. If every town, village and community in the state could have a few men of the type of this broad-minded, progressive business man of Asheville, North Carolina would soon be a different state from what it now is.

At a recent meeting, the teachers' association of Randolph county voted to subscribe for fifty-four copies of this JOURNAL to be sent to the fifty-four township committeemen in the eighteen townships of the county; the purpose being to bring the teachers and the school officers into closer touch with each other. We believe the teachers of every county in the state would find this a most valuable way in which to invest a small amount of money; and, to encourage them in it, we shall be glad to make a very low special clubbing rate for any association that may wish to follow the example of that of Randolph.

See in the advertising pages our combination offer with the Weekly Times (twice-a-week edition), Richmond, Va. This is a good family paper containing a semi-weekly summary of the news of the world, and many teachers in the Carolinas and Virginia should take advantage of this offer.

69438

Volume III.

With this issue the NORTH CAROLINA JOURNAL OF EDUCATION enters upon its third volume. During the two years of its existence twenty-four numbers have been issued containing an average of forty pages each. Original articles have been contributed by more than one hundred twenty-five of the leading educators in North Carolina and the country at large. Never before, we believe, has any educational paper had so many leading Southern teachers upon its list of contributors, nor has any other Southern journal had so extensive a circulation.

On its subscription list are to be found the names of all the Southern states and that of nearly every state in the North and West. Started as a local state journal, it is rapidly coming to be recognized as the representative educational journal of the South. For the liberal support, kindly words and valuable assistance of teachers and citizens everywhere we are profoundly grateful. In the future as in the past our aim shall be to help the teacher in the school-room, to help create a broader and deeper and juster educational sentiment among the people, and to offer to all who will avail themselves of it a channel of communication and an opportunity to assist in the grandest work in the immediate future of our beloved Southland.

A somewhat close study during these two years of the educational conditions in North Carolina and other Southern States has confirmed us in the opinion that we are now at a critical period in the development of educational thought and practice, and that on the solution of educational problems now pressing themselves upon us does the destiny of the country depend as it does not upon any other one thing. Never has a greater opportunity been offered in any country; never has a greater demand been made upon the united wisdom and efforts of the teachers of a country. The JOURNAL hopes to be able to do its humble part in this great and all-important work, and invites all teachers and all who are interested in the welfare of our common country to join it in this great work.

More and more clearly have we come to see that for many years yet the most important part of the educational problem is that pertaining to the country schools, in which more than seventy-five per cent. of the children of the South must receive all their school education; and for the next year, at least, a very large part of the space of the JOURNAL will be devoted to the country school, its condition and problems.

In our city schools one of the principal evils is the large amount of home work required of small children. Why not do the work at school, and when the doors are closed leave the work behind, as do people in other lines of business? Every teacher knows that this home work is all too often not done in any satisfactory manner. She should know, also, that five or six hours of good energetic mental work is as much as most children may attempt with final profit to themselves. Let the school work be done in school; and let such children as will be encouraged to read good books of a more general nature out of school, the teacher finding time now and then to talk with them about their reading.

Superintendent W. C. Lane, of the Albemarle graded schools, is writing some very valuable articles on education and the work of the graded schools for the *Stanly Enterprise*, published in Albemarle. This is one of the best means of reaching the people and enlisting their interest in the work. Teachers should use the columns of the daily and weekly papers more than they do. These papers are used freely to advance every other interest; why not for this greatest of all interests?

School Opening.

Prof. Stewart, of the Monroe High School, has requested, through the public prints, all patrons of the school to be present on the opening day, that he may become acquainted with them and interest them in the work of the school. This seems to us an excellent plan. Why not have school openings as well as, or even instead of, school closings? The time to create an interest in schools, if it is to be productive, is at the beginning and not at the end of the school term. We hope many teachers may follow the example of Prof. Stewart.

I have found nothing which has helped me so much in discipline as visiting the parents of the children in my class. It has proved beneficial to go and see the good pupils, as well as the refractory ones. I have known boys and girls who would work hard for weeks for the sake of a promised call from their teacher.—*M. N. Gillin.*

The Longest School Term in the State.

It is announced that the public schools of Durham county (not including the schools of the city of Durham) will run from seven to nine months this year. Last year the average length of term was twenty-six weeks—a higher average than that made by any other county in the state.

This greater length of term—much longer than in any other county—is due to several causes. Durham is a small county, but one of the richest in the state. With less than 8,500 children of school age, it has a school fund of nearly $25,000. Outside of the city of Durham there are only sixty-two schools for both races, the number having been reduced by consolidating the weaker districts. These schools will have an average of more than $300 each. The salaries of teachers, uniformly good, have been made more nearly equal. The grading of the schools permitted by the law of '97 has enabled the school boards to save money in the smaller schools. Greatest of all, the superintendent and school boards seem to be awake to the responsibility of their position, and are ready to "adopt any change that will benefit the school system."

The managers of the Baptist Female University are making an appeal for loan scholarships for young women. Any person who is willing to help one or more young women by lending them money to pay a part or all of their expenses at the University, the money to be paid back when the young woman has been able to earn it, are requested to communicate with Mr. N. B. Broughton, Raleigh, N. C. It would be difficult to find a better investment for a few hundred dollars, and it is to be hoped many such scholarships will be provided. There are rich men and women enough in North Carolina to endow a thousand such scholarships at the various institutions of learning without feeling it as a burden. Once endowed in this way, the number of scholarships would not grow less. The money, always paid back, would not be consumed with the using. What the young man and woman want is the opportunity of an education while yet the time has not passed. To repay later the amount of their necessary expenses will be, for most of them, only a wholesome stimulus to economy. There should be a liberal response to this request of the managers of the Female University.

President Winston of the Agricultural and Mechanical College has gone to work with his accustomed vigor, and we may expect to see the College make some mighty strides forward. The department of textile instruction is being fully organized and will be a principal feature of the school. Besides offering to young men a thorrough English and scientific education it offers a practical training for all trades and businesses, including especially Cotton Manufacturing; Stock, Dairy, Fruit and Truck Farming; Civil, Electrical and Mechanical Engineering; Architecture, and Mercantile Business. The school gives 120 free scholarships, and others too poor to pay will be credited for room rent and tuition until they have earned the money to pay for same. Young women will be admitted to the departments of Textile Designing, Horticulture and Dairying.

Don't forget the Educational Department of the State Fair. If the leading schools of North Carolina will take the proper interest in this matter, and make such exhibits as they may do easily, and without much cost, this department will be one of the most interesting and valuable of all departments of the fair; and the influence on the educational interests of the state will more than pay for all the trouble. Read the large and varied list of premiums offered, (in the July number of this journal, page 16) and write to C. B. Denson, Raleigh, N. C., or to W. T. Whitsett, Whitsett, N. C., for further information.

Many parents claim they cannot send their children to school because they need their help at home; and some believe this is true. Certainly no child in the country or in a small town need lose a day from school for this reason. The day is 24 hours long. 7 for school, 9 for sleep, and 3 for eating and play, leave 5 for work. If all the children of the family do five hours of good earnest labor each school day, and ten hours on Saturday, about all the help they can render in the house and on the farm will be given. From experience and observation we know that this much can be done by children who live within three miles of the school house without seriously interfering with their school work. And it is good for the children to do it. Let teachers show parents this can be done.

Truth alone is beauty.—*Henry Timrod.*

The Board of School Directors of Durham county has fixed the maximum limit of salaries paid to teachers at $40 a month; except for the superintendent of the East and West Durham schools, which shall not exceed $50.

Mrs. Rebecca Harding Davis has recently written an article in which she attempts to show that the public school has been, and is, a curse. Not long ago we heard a prominent North Carolinian say that North Carolina is greatly blessed in that the great masses of her people do not read or travel. Untouched by the great questions of the outside world, they are content. Some people regard life as a curse and death a blessing. Give us more of the curse and deliver us from the blessing.

The Durham school board has passed a resolution which provides that no child will be admitted to the first grade after October of the fall term, or after March of the spring term. The schools in many of our towns have some such provision. Why would it not be well to limit the time of entrance to this grade to the first two weeks of each term, permitting children who will be six years old within three months to enter as if they were already six? Some towns have such a provision as this.

The State Normal and Industrial College, Greensboro, N. C., has made provision for teaching instrumental music and the instruction given in this department will be equal to the best. Post-graduate courses have been arranged in which graduates of this and other institutions may do advanced work in languages, literature, science, or pedagogy. For full information about any of these courses address President McIver.

During the last four years the University College of Medicine, Richmond, Va., has had a remarkable growth. It now ranks among the very best of the South. Its last catalogue shows 310 students in Medicine, Dentistry and Pharmacy. Its graduates have made an enviable record before the Examining Boards. Of eighteen applicants before the North Carolina board at its recent meeting all passed.

The same law that moulds a planet forms a drop of dew.—*Henry Timrod.*

From Edgecombe and Onslow counties in North Carolina, and from Bedford county in Tennessee, have recently come requests to assist in selecting books for teachers' libraries. In one instance it is proposed to spend $50 for this purpose at once, in another $75, in the third $100. The books will be kept at some central point and may be taken out by the teachers on proper conditions. This is a long step in the right direction, and it is to be hoped many counties may follow the example.

The school board of Tarboro paid part of the expenses of those teachers who attended the University summer school. Would not the school authorities in every town in the state find it a paying investment, if they would thus induce all their teachers to attend some good summer school? In a good many instances their annual salary is not sufficient to enable the teachers to bear the necessary expenses of a month at such a school. But the returns from the entire educational investment in any city depends on the ability of the teachers, who cannot fail to be benefitted by a month of study during the summer.

We commend to cities and towns and to every man who would do the best for his town the spirit of the following extract from the report of the committee of Washington, N. C., where a local tax for schools was voted last May. The report was written by Hon. John H. Small, member of Congress for that district:

> We must not go backward. If the special tax does not provide sufficient funds to support an efficient system of public schools, then let us give more. Not one cent will be lost or misplaced, which may be judiciously expended for the education and betterment of our children. It is not how little we can spend but how much is required. It might be proper to state that our citizens ought to begin to consider the question of proper buildings for our schools. Washington can not afford to lag in the commendable race for the education of its children. We can afford to neglect all other municipal improvements until we have established a firm foundation for a system of public schools with ample and modern school buildings and school apparatus.

Beyond all doubt, the money which Greensboro expends for her public schools is more wisely invested than that expended for any other purpose, and will yield greater returns.—*Mayor Z. V. Taylor, Greensboro, N. C.*

The following resolution passed by the North Carolina Teachers' Assembly at its recent meeting should have appeared in the July number:

Resolved, That the North Carolina Teachers' Assembly rejoices that to-day the number of communities in the state which have adopted the principle of local taxation for public schools is about twice as large as it was ten years ago.

We recognize that the future of North Carolina depends upon the success of the cause of local taxation for the public schools throughout the various townships of the state. We recognize, moreover, that the success of local taxation depends upon able and enthusiastic leadership in connection with a system of active and effective school supervision.

BO PQ FC

DZG TVE MHL

The smaller letters should be seen ten feet away with each eye, the larger twenty feet.

Defects of eyesight requiring correction by the use of spectacles are purely mechanical, and can be so corrected by the proper adjustment of perfectly made lenses that their effects will be entirely obviated. This print should be read easily at fifteen inches from the eye. If you cannot do so you should wear spectacles. It does not pay to buy cheap spectacles. They distort the rays of light, disturb the angles of vision, cause pain and discomfort and injure the eyesight. When it is necessary to hold work or reading matter further than fifteen inches from the eyes in order to see distinctly, it is a sure sign of failing vision, and much annoyance, discomfort an pain will be prevented by having a pair of glasses fitted.

This print ought to be read fifteen inches from the eyes.



If some of these disks appear blacker, heavier than others at fifteen inches from the eyes, Astigmatism is present.
Hold a card over one eye while the other is being tested.
If any defect is suspected, a COMPETENT and RELIABLE Optician should be consulted at once.
Test the eyes of every pupil before enrolling him.

The above is taken from a card prepared by Dr. J. T. Johnson, the Eye Specialist, Greensboro, N. C. Dr. Johnson will send cards for testing the eyes of pupils to any teacher asking for them.

Before the school begins the teacher should spend several days preparing for a full attendance on the first day, and a prompt beginning of work. The school house and grounds should be repaired, cleaned and put into such good order as is fitting for the home of the children of the community. This means they should be made healthful, comfortable, and attractive. All children of school age in the district should be examined and classified. Appoint two or three mornings at the school for this. Visit at their homes all children who do not come to the school house at the time appointed. Talk with parents and urge the importance of prompt and regular attendance, and the necessity of children being provided with books without delay. Ask the local dealer to have books on hand so that all children who will may secure them before the school opens. Spend no time of the regular session "organizing." Do all this ahead, and make the first day as full and complete a school day as any in the session. When the entire session is little more than sixty days, no time should be lost in organizing and closing. After school has begun don't fail to visit again the homes of all children who have not entered, and to urge parents to let the children take advantage of the opportunity offered by the school. When children leave school visit them at once, and make every necessary effort to restore them. The knowledge of the geography of the country, the homes of the children and the hearts of the parents gained by these visits will be helpful to you as a teacher.

The Missionary Work of the Public School.

According to the report of the state Superintendent of Public Instruction the school population of North Carolina last year was 628,480. Of this number 399,375, or about 63½ per cent., were enrolled in the public schools, and 213,244, or about 33⅓ per cent., were in daily attendance. The average length of term was 68 days; so the average attendance of the school population was 23 days.

In sixteen counties the school term was ten weeks or less; in five it was eight weeks; in three, less than eight weeks. In nineteen counties the average length of term was sixteen weeks or more. But in one of the best of these the average attendance, as reported, was only one-fifth the school population.

This year the average school term will be about two weeks longer. The teachers, the school officers and the parents should not fail to use every energy to make the attendance fifty per cent. better. To accomplish this, much visiting and other missionary work must be done. But at present the whole public school work is one great missionary work, from the office of the State Superintendent down to the humblest committeeman and teacher. Let us all be filled with the spirit of the work, until we will shirk no duty however disagreeable. Then shall we begin to see results.

The Southern Educational Association.

The people of Memphis are making great preparations for the meeting of the Southern Educational Association, December 27, 28, and 29. They are determined to make it one of the greatest and most pleasant meetings ever held in that city. The officers and committees of the Association are going forward with the preparations of their part of the work, and everything will be in readiness for a more successful meeting than any the Association has yet held.

For special information, address

JUNIUS JORDAN, *President*,
Fayetteville, Ark.,

Or, P. P. CLAXTON, *Secretary*,
Greensboro, N. C.

With an increase of 8⅓ per cent. in the school population and an increase of only 2½ per cent. in school attendance, how long will it take North Carolina to wipe out the large percentage of illiteracy with which it is now cursed? A year's subscription to the NORTH CAROLINA JOURNAL OF EDUCATION will be given for the best solution of this problem.

How Strong is a State?

In a vision Nebuchadnezzar beheld a great image. This image was mighty, his brightness was excellent, his aspect terrible; his head was of fine gold, his breast and arms of silver, his belly and thighs of brass, his legs of iron, his feet part of iron, and part of clay. And when the feet that were of iron and clay were smitten they brake in pieces. Then was the iron, the clay, the brass, the silver, and the gold, broken in pieces together, and became like the chaff of the summer threshing-floors; and the wind carried them away, that no place was found for them.

And so will it ever be until clay is no longer mixed with iron in the feet. The glory and splendor and wealth of statues and nations may be in the brass and silver and fine gold of other parts of the body, but their strength is in the feet; and their glory and splendor and wealth are as naught in the day of trial, if the feet break by reason of the clay that is in them. No state is stronger that than the strength of intelligence and virtue in the lowest stratum of its citizenship; and especially is this true of the democratic state.

Changing Teachers.

School committees and communities sometimes seem to be possessed of an insane desire to change teachers merely for the sake of changing. The teacher's actions are frequently governed by the same spirit. They go from one place to another simply for the sake of change and because they have taught at the old place a year or two or three. It is hard to understand why a teacher who has any faith in his own purposes or confidence in his own ability should not wish to be his own successor from year to year, build upon his own foundation and reap the fruit of his own sowing. We believe the best teachers never desire to change their place except for better pay, better opportunity for self-improvement, opportunity for broader work, or some equally worthy object. They are the shiftless ones who are always shifting and never rising; committees should beware of them.

When a community has once secured a good teacher it should keep him as long as possible. Be he Democrat, Republican or Populist; Methodist, Baptist, Presbyterian, Episcopalian, Lutheran, Friend, or any one of the more than thirty religious sects in our state; related by blood or marriage to any or all of the people in the community, or to none of them,—none of these things should ever be thought of in employing a new teacher or in keeping an old one. They are all personal matters and should never be considered by committeemen acting in their official capacity. Neither should parents expect or desire their children to be taught by teachers of their own political, religious or family faith. In most cases it is probably better they should not be so taught. They will likely be sufficiently narrow, prejudiced and conceited without such teaching. The only questions to be asked by committeemen or community are, Are you a moral, upright, manly man, or womanly woman? Can you teach? Whatsoever question is more than this probably cometh of evil.

By all means avoid changing except when it is certain you are getting a better teacher. It takes a year two for a teacher to begin to learn the character and needs of all the children of a strange community, and he cannot begin to do his best work until he knows them. The itinerant plan is not a good one for either teachers or schools.

Industrial education or manual training should be made part of all public school instruction.

Have a Course of Study.

One of the great weaknesses of our country and village schools is their lack of any definite course of study. As a result of this, much time and energy is lost by repetitions, and much confusion comes becanse of breaks and loss of connection.

Of course the state should provide a course of study as carefully and systematically graded as possible under the circumstances, which teachers might follow, at least to the extent of making it a basis of classification. We cannot be said to have a system of education until this is done.

But in the absence of such a general system, each teacher must make some plan for himself. (All the teachers of a county might make such a plan with the help of the county superintendent. A few meetings of the county teacher's association might well be devoted to its completion.) Two or three weeks before your school begins make out the course of work you want each class to do in every subject, and determine just what degree of preparation will be required of pupils to enter each class. This will give you some definite basis of classification and some fixed goal for the year's work of each class and each child. It will tend to give regularity and precision to your work, and children can be more easily induced to remain in school and complete the work on which their classification for next year depends. Make a fair copy of this course of study and leave it in your register together with lists of of the names of children who have finished satisfactorily each part of it. You owe this much to yourself and to the teacher who will follow you, that the work you have done may be accounted at its full value. It is not at all necessary that children together in one study shall be together in other studies.

Are the Few Interested in the Education of the Many?

A great drought burned the land. The heavens were brass, the earth was iron, the vegetation was dust; the fountains had ceased to flow, and man and beast died of thirst and famine. In the court of the king's palace and in the grounds of a few noblemen jets of water brought from deep in the mountains threw their refreshing spray in the air, and kept green small circles of grass and flowers; but the famine was not relieved by them, nor was the kingdom made fruitful. The people perished and, dispite their playing fountains, the revenues of king and lords failed. Nor did the land become fruitful again and produce its harvest for lords and people until the rains from heaven had fallen on hill and valley, forest and field, stony ground as well as deep earth, and soaked every inch of it with abundant waters.

It is a blessed thing for a state or a nation to have, here and there, a few men and women of culture, beautiful oases in the desert of ignorance and illiteracy, springing fountains keeping fair and fresh their small circles; but it avails little for the state or themselves, if the drought rests on all the land besides. The state or nation can produce its full harvest of wealth and culture and noble life only when the fullest, freest and most complete education has come to high and low, rich and poor —to all regardless of circumstances of birth or ancestry, bathing every brain in light and truth, giving skill to every hand and wisdom and courage to every heart.

Mitchell's Peak, hidden in cloud or bathed in the sunlight of the upper atmosphere, rises from a basal plateau three thousand feet above the tidewater of the east. Mont Blanc, covered with eternal snows, rises from a plateau high as the top of Mitchell's Peak—a plateau from which flow the rivers of central Europe. Mt. Everest, lifting its summit five miles into the heavens, the prince of mountains, rises from a plateau high as the top of Mont Blanc, and from which the mighty rivers of a continent spring. And so it is the world over. Great mountain peaks never rise from the lowland marshes, but always from broad and high plateaus and great mountain ranges; the higher and broader the plateau the greater the mountain peak it will sapport.

Would men of education and culture reach their fullest stature and secure the fullest results from their enlightened labors, they must have the support of an intelligent and cultured people. Men whose heads are to tower among the clouds and catch the sunlight of the upper air, cannot stand with their feet in the marshes of ignorance and helplessness. They can attain their full stature only by a general upheaval producing a broad and elevated plateau of intelligence and culture and strength. Then may they become beacons and guides to the world, and from the high plains at their feet will spring the rivers that make glad the nations and peoples of the earth.

Such an abundant rain, such a mighty upheaval, do we need in North Carolina; and the few have no less to gain from it than the many.

Greensboro Public Schools in the Gala Week Procession.

One of the most beautiful floats in Greensboro's Gala Week procession, representing the industries and enterprises of which the city is proud and which make her prosperty, was that representing her public schools.

This float, drawn by two beautiful chestnut horses, was decorated with the public school colors, pink and white. At the four corners were shields bearing the following mottoes printed in large letters:

KNOWLEDGE IS POWER.

EDUCATION—THE SAFEGUARD OF ORDER AND LIBERTY.

EDUCATION—A DEBT DUE FROM PRESENT TO FUTURE GENERATIONS.

EDUCATION—THE BASIS OF MATERIAL WEALTH.

The four young women supporting these mottoes were dressed in Empire gowns. The first represented Art, Science, Letters; the second, Liberty enlightening the world; the third, Justice; the fourth, Material Wealth. In the center of the float was a pyramid of school children dressed in the school colors and bearing the motto:

THESE ARE MY JEWELS.

The effect of the whole was exceedingly beautiful, and the spirit of it cannot be commended too highly. No other factor is contributing so much to the prosperity and welfare of Greensboro as her schools.

How to Classify an Ungraded School with One Teacher.

One of the greatest evils in the country schools is the want of classification and the consequent large number of recitations. In many schools with one teacher there are twenty-five or thirty; in some instances, more. This means ten minutes or less for each recitation. I have known schools in which the average time was five minutes—twelve recitations to the hour! Of course this precludes any attempt at teaching, and reduces the teacher to a poor kind of automatic lesson-hearer. If any teaching is to be done, the recitations must be fewer and the time for each longer. This should average not less than twenty-five minutes; more for some, less for others. With the usual school day—from eight in the morning to four in the afternoon, with an hour and a half for intermission, and fifteen minutes for opening—there must not be more than fifteen recitations. Only a dozen would be better. And, still, each child should have four or five a day. To accomplish this has seemed impossible to most teachers.

The following scheme is based on the principle that each subject taught may be divided clearly into two parts; one in which the elementary principles and processes of the subject are learned, and one in which these principles and processes are applied. In the first the order of study is determined by the nature of the subject and may not be changed; in the second there is no necessary order, that of the book being purely accidental, and, therefore, changeable at will.

PLAN OF CLASSIFICATION.

READING: Three classes—

1. Children learning to read.
2. Children of ordinary Second and Third Reader classes.
3. All children above the Third Reader.

ARITHMETIC: Four classes—

1. Children learning to count by ones and by tens, and to write numbers (see Lessons on Elementary Aritmetic in earlier numbers of the JOURNAL.)
2. Children learning addition, subtraction and comparison.
3. Children learning multiplication, division, fractions and ratio.

GEOGRAPHY: Three classes—

1. Class in the geography of the home and school district (all children in school.)
2. Class in geography of North Carolina (children of Fourth Reader grade.)
3. Class in foreign geography.

HISTORY AND CIVICS: Three classes—

1. Stories of adventure and pioneer life; biographies. (Children of ordinary Second and Third Reader grade.)
2. Colonial life and the Revolution. (Children of the ordinary Fourth and Fifth Reader grade.)
3. History since the Revolution. (All children above Fifth Reader grade.)

ENGLISH COMPOSITION: Three lessons a week for all children who have learned to read and write.

ENGLISH GRAMMAR: Two lessons a week for all children above ordinary Fifth Reader grade.

WRITING: Two lessons a week for all children.
SPELLING: Two lessons a week for all children who have learned to read and write.
PHYSIOLOGY AND HYGIENE: One lesson a week for all children above First Reader grade.

Reading 3; Arithmetie 4; Geography 2; History and Civics 3; English Grammar and Composition 2; Writing, Spelling and Physiology and Hygiene 1,—in all, fifteen recitations a day.

A few words of explanation will make the scheme clear.

The first class in Reading will learn the sounds of the letters from some good drill book, and will learn to read from a First Reader or a book of easy stories. No Second, Third, Fourth, or Fifth Reader should be used. The children of Second and Third Reader grades may easily read together Robinson Crusoe, Story of Ulysses, Old Greek Stories, Bible Stories, etc.; reading one book one year and another the next. The classes will thus contain two sections, one a year longer in school than the other. If the more advanced section reads Crusoe the first year and Ulysses the second, the less advanced section will read them in the reverse order. One year a section will read with a more advanced section, the next year with one less advanced. The same principle will apply to the three or four sections of the third class. No great inconvenience will come from this. When a child has learned to translate print into sound he can read any book which he can comprehend; and real books do not, like the grade Readers, belong to any particular school year to the exclusion of the year before or the year after. Indeed, the teacher will find himself as much interested in the books read by the second class as in any book she would select for her own reading; and the children will probably want to read their books over and over again for several years after they have read them in class.

The fourth class in Arithmetic will contain several sections. But after the work of the first three classes is well done, it makes little difference in what order the remainder of the book is studied. One year all sections will study Decimal Fractions, another year all will study Percentage, another Mensuration, etc.

In enumerating the daily recitations, only two recitations were counted for Geography, while three are given in the Plan of Classification. The work of Home-Geography must be done mostly outdoors. The long noon recess offers just the opportunity for this. All the children from the youngest to the oldest will enjoy a thirty minutes walk with the teacher, to study a waterfall, a hill-side, a corn field or a country store. At least a year should be given to the study of North Carolina. While at this the children will incidentally learn a good deal of other parts of the United States. The class above this will contain three or four sections, all studying the same topics and reciting together. One year they will study North America, the next Europe, the next the remaining continents. The first section will take the topics in their order, the next, beginning a year later, will begin with Europe and end with North America, and so on round the three sets of topics from year to year.

The second class in History will probably contain two sections; the third three sections. But the history from the close of the revolution should be studied by questions—Territorial Development Increase of Population, Growth of Cities, The Tariff, Political Parties, etc., etc.,—and not chronologically. Group these questions into three logical groups, study one group one year, another the next. This will give the best opportunity for the study of Civics.

The English Composition should be based upon the reading lessons. So there will be two sections with different work. But this work must be largely individual, and the teacher can direct the work of both sections at the same time.

There will be two sections in English Grammar. One year they will all study parts of speech, the next year the analysis of sentences; one section taking the topics in this order, the next in the reverse order. The best teachers are not agreed as to which order is the best.

Because they write at the same time, it is not necessary that the children all write from the same copy. All written work should be done neatly, thus making writing lessons of the composition periods.

All sections of the spelling class may recite together. Of course the composition lessons make the best spelling lessons (see JOURNAL for January, '99).

The lessons in Physiology and Hygiene should be given orally by the teacher. A good modern work on the subject will enable her to do this.

While this may not be an ideal plan for a school with a sufficient number of teachers to permit complete grading, it is probably the best that can be done in the school with only one teacher. The only indispensible requirement is uniformity of texts in the reading and spelling.

How to Teach a Reading Lesson.

In the JOURNAL OF EDUCATION for June (page 14) we tried to give, with some fulness of explanation, the necessary steps in teaching a reading lesson to children who have gained the power to translate the printed words into spoken words. The plan there outlined is based on the supposition that the purpose of the reading lesson is to make some good piece of real literature a part of the child's permanent possessions, and, incidentally, to enable him to read aloud intelligibly and with proper expression. This last should be a secondary, not the primary object: for a taste for good literature and the ability to use the book for one's own culture are, for all people, far more important than the ability to read aloud, however important that may be; and for most people it constitutes the entire practical end, as they never have any call to read in public. Furthermore, the full understanding and appreciation of the matter read is always of primary consideration for one who reads aloud for the benefit of others. One can not by any rule or art give fitting expression to that which one has not made one's own.

Probably it may be well to define reading as *thinking in a prescribed way*, and oral reading as *talking in a prescribed way*. The first requires that the reader should enter fully into the author's thought and feeling, and is not done perfectly until he sees as the author saw, thinks as he thought, and feels, as far as may be, as he felt. When this is done perfectly the matter read has, in every essential sense become the readers' own, and he will have little or no difficulty in expressing it in the language of the author, which has now become his, also. At least he will be able to read as well, or better, than he can talk—with as much freedom as he has in expressing any original thought, or in describing that which he has himself seen.

The plan outlined requires the following steps:

1. Preparation.—Questions and conversations preparing the children's minds for the new lesson and giving them an interest in it, teacher and children reading the lesson together.

2. The children reading the lesson at their seats or at home.

3. Making an outline of the paragraphs and sections of the lesson. This should be done by teacher and children working together in class. The outline should be written on the blackboard.

4. Telling the story (a) by paragraphs and (b) as a whole. This should be done with fulness of detail and in language as good as that of the book. Other children should be called upon to supply what the child telling omits.

5. Seeing the pictures contained in the piece, and entering into the action of it (visualizing, with closed eyes).

6. Reading with expression.

To illustrate this plan let us take the following chapter from Agnes Spofford Cook's "The Story of Ulysses," remembering that it is difficult to give in brief form any adequate idea of conversation between teacher and pupils.

TELEMACHUS AT THE COUNCIL.

Early the next morning Telemachus came from his chamber, clad in his scarlet mantle and with his sharp sword slung across his shoulder. Said he to a herald who was standing at the door, "Go quickly and call the chiefs to council."

The messenger hastened through the town, calling to each warrior, "O chief, thou art summoned to the council."

The bearded chieftains gathered by twos and threes in the great hall. The young prince waited impatiently in another room until all had assembled. Then, with his brazen spear in hand and his two dogs following, he entered the council room. A whisper went round, "He is noble as a god." Even the old men made way for him to sit in his father's place at their head. The first to speak was an aged man, whose son Ulysses had taken with him to the war. Nevertheless, he loved his absent king and mourned for him. Tears were in his eyes when he arose and said: This is the first time we have come together since our King Ulysses sailed away. Jove help him who calls us in his need!"

Telemachus, who burned to speak, could remain silent no longer. He arose and, taking his father's scepter from a herald who stood near, said:

"Chieftains, I have called you here because I am in trouble. Even the loss of my father, the king, were not worse than this calamity which has come upon me. A crowd of wicked men have taken possession of our home. They do nothing all day but eat our food and drink our sparkling wine. They declare that they will not leave until my mother shall marry one of them. I dare not deny them, for they are a hundred, and I, it seems, am alone, without a single friend.

"But ye, my neighbors, have known all this for three years, yet ye have not lifted a finger to help us. It would be better if ye were robbing us, for then we could make you pay for it from your own stores. But now—Oh, if I were only strong enough! I cannot bear it any longer!" And the boy,—for he was only a boy after all,—dashed his scepter to the ground and burst into despairing tears.

There was a moment of silence. Then Antinous, the boldest of the suitors, broke forth:

"Boy, what dost thou mean by putting us to shame? We are not to blame; it is Penelope herself. Three years now she has put us off with promises and fair speeches. Send her away to her father's house if thou wilt have us go, for we will

never leave her until she has promised to marry one of us."

Then said the boy, with flashing eyes:

"Indeed, I will never send my mother away! Stay on, if ye be bold enough. I will pray to the gods to help me, and ye shall be ruined forever!" As he spoke, there was a rush of wings and two great eagles flew into the hall and circled slowly about, looking down with their fierce, bright eyes upon the startled company. No one dared to speak. It seemed as if the gods had already promised an answer to the boy's prayer.

But at length the princes began to whisper among themselves, then to talk aloud, and finally Telemachus said: "I will argue no longer. Only give me a ship and twenty comrades and I will go and seek news of my father. If I find that he is surely dead, then my mother may marry again whomsoever she wishes." But one said: "The boy is too young." And so after much aimless talk, the council broke up and the chiefs went back to their homes.

Telemachus walked alone by the shore of the murmuring sea. Kneeling, he bathed his hands and his face in the cool water. He was very despondent and in his heart he prayed to the gods to show him a way out of his trouble. He turned at last toward home,—when lo! there beside him stood his friend of yesterday, noble and strong. He laid his hand on the lad's arm, and Telemachus took heart again.

"My boy," said Mentor, "thy father's son must never fail in courage. Make ready for the voyage. I will find thee ship and crew, for there is many a brave man in Ithaca eager to do thy bidding."

The boy's heart leaped at the words. Surely his prayer was answered. He thought Mentor must be the wise goddess herself in disguise,—as perhaps he was; who knows?—and went back to the palace with new hope.

At the door he met Antinous, going in to supper, who laughingly took him by the hand and told him not to be angry, but to eat and drink, for they would let him go to sea if he had set his heart upon it. Telemachus answered gravely:

"Antinous. I cannot be merry among robbers. But I shall go to Pylos" Then quietly withdrawing his hand, he turned away.

At supper the suitors mocked him, talking and laughing about what would happen if he should be lost at sea. For then there would be a great contention as to who should have the palace and lands.

But Telemachus knew that he had one faithful friend in his hour of need. He went to the good old nurse of his childhood days.

"Eu-ry-clei-a," said he, "fill me twelve jars of wine and twenty bags of barley meal, for I am going away to seek news of my father." But the old woman cried:

"Child! Child! How camest thou to have such notions! Where in the world wilt thou go? Oh, stay at home, my boy!"

"Have no fear," answered Telemachus. "I shall not suffer harm. But hide it from my mother until she asks for me. She must not stain her beautiful face with tears"

The good old nurse went off with an anxious heart to do as she was told.

It was night and the drunken suitors had fallen fast asleep over their wine cups. Telemachus, with two companions, stole away to the seashore with the meal-bags and the jars of wine. He found Mentor waiting with a ship and crew.

They hauled up the flapping sail; quickly the wind filled it, and they were off, speeding through the darkness and over the sounding sea.

Having read the foregoing chapters of the story, the children will know of the wooing of Helen and her marriage to Menelaus, the marriage of Ulysses and Penelope and the birth of Telemachus, the Trojan war, and the Wanderings of Ulysses. They will know of the crowd of insolent suitors, who, for three years have sought the hand of Penelope, while they consume in drunken feasts and revelings the stores of food and wine left by the provident husband and father. They will know of the growing impatience of Telemachus, now just reaching manhood. They will remember that only yesterday Athene, in the likeness of the Taphian merchant prince, Mentor, visited him and encouraged him to assume his rightful authority and drive the suitors from his door, leaving him with the admonition that, "the gods help those who help themselves." A few questions will bring the essential parts of the story to mind.

Do you think Telemachus will follow the advice of Mentor? How will he go about it? What will the suitors do if he attempts to drive them away? Will he be able to assert his authority? Let us see. We will read the next chapter together.

How is Telemachus dressed? Why does he wear a scarlet mantle? What color do you think his sword belt is? What is a *herald*? What is a *council*? What does the herald say to the chiefs? Note meaning of *summon*.

How do the chieftains look? How do they assemble? When? Describe this hall. See Telemachus enter. How does he look? Where does he sit? Why is his spear of brass? Who speaks first? How old is this man? Does he still love Ulysses? Who is Jove?

Why does Telemachus take his father's scepter before he begins to speak? What two complaints does Telemachus make? Can you see the look of surprise and anger on the faces of the suitors as he accuses them? In what tone does Telemachus begin his speech? Why does he break down?

What will the suitors and chieftains do now? What would you do if I were to dash this book to the floor and burst into tears? Yes, you wouldn't do anything for a while; you wouldn't know what to do. Let's see what Telemachus did. Read:

"There was a moment of silence." (Children must be taught not to look ahead. No exercise is more valuable than this of thinking ahead and then testing the correctness of the thought by reference to the book). Isn't the speech of Antinous an insolent one! Will Telemachus reply? How? Read his answer. (It is not intended that the teacher shall do all the reading. The children will constantly be called on to finish out sentences and to read specified paragraphs. Frequently the answer to the teacher's question can be read from the book.) What do you think of Telemachus' reply? Whose birds are the eagles? (Jove's.) See them flap their wing over the heads of the suitors and glare in their faces!

What request does Telemachus make? What would he do with the ship? Who has told him to do this? (Mentor.) Do the chieftains listen to him?

When the council breaks up what does Telemachus do? Will he want to go among the people? What do you want to do when you have been disappointed and laughed at? Why does he go to the sea-shore? Can you see him walking there with his hands behind him and his eyes on the ground? See him sit and gaze across the water! Will he feel better now? Whom does he meet as he turns to go home? (Children will guess Ulysses, Penelope, a suitor, etc.; but they will not fail to guess aright after a few trials.) What does Mentor say to him? Is that a good way to encourage him? With what kind of a step does he return to the palace? How long was he by the sea-shore?

How does Antinous greet him on his return to the palace? How does Telemachus receive him? Picture the supper scene. Suppose Telemachus should be lost at sea, would the suitors be interested? How? (This before the paragraph containing the answer has been read.) Where is Pylos? How far from Ithaca? Who lives there?

But Telemachus had a friend to help him; who? (Tell about the nurse who had been nurse to his father.) Does a nurse ever think the boy she has cared for is more than a child? What does Telemachus ask of Eurycleia? What does she say? Will he want his mother to know he is gone? What does this paragraph tell us about the Greek diet? What shape were the wine jars?

What kind of a ship does Telemachus sail in? How many men in his crew? Picture them "speeding through the darkness and over the sounding sea." What will the suitors think and do when they find he is gone?

This kind of treatment will prepare children to read the lesson to some purpose at their seats or at home.

When the recitation is called next day a little questioning will produce something like the following

OUTLINE.

1. The council summoned.
2. The council assembles.
3. Speech of Telemachus.
   a. Complaint against the suitors.
   b. Complaint against neighbors.
4. Insolent speech of Antinous.
5. Telemachus' defiant reply, and the omen of the eagles.
6. Request for a ship, and breaking up of the council.
7. Telemachus by the sea.
8. Return to the palace, and supper.
9. Telemachus and Eurycleia.
10. Preparation and departure.

If the piece were played, the curtain would fall after "6." The chapter may be divided at this point, making it into two lessons, if desired. At least the children must be made to feel the closing of one act and the beginning of another.

When the story has been told until the children know it perfectly erase the outline and let them reproduce it from memory. This is necessary to assure the story's being kept in mind in the proper order. This will not be a learning of the words of the outline, but a repetition of the mental process by which the outline was made. It should never be omitted in any lesson.

VISUALIZING.

The children close their eyes, and the teacher or one of the children calls out slowly and in a low voice the principal pictures: A large stone palace with large pillars, broad courts and wide doors. Telemachus at the door, in scarlet mantle and sword slung over his shoulder. Beckons to herald and tells him to go call the council. Herald goes through town and calls to each chief, "O, chief, thou art summoned to the council."

See the bearded chiefs coming in groups of twos and threes, walking slowly and talking earnestly. They assemble in the wide hall with its pillars, its stone floors and stone seats around the wall and between the pillars; there are shields and spears

on the wall and against the pillars. Hear the low hum of voices! See Telemachus enter at the upper end with brazen spear, and dogs. Hear them whisper "He is noble as a god!" Old men make way for him and he sits in his father's place. The stooping old chieftain speaks slowly, with trembling voice and with tears. "Jove help him who calls us in his need!"

Telemachus rises, takes his father's scepter and begins to speak. Stands erect and speaks in clear tones. See suitors become angry and look at each other. He dashes scepter to ground, bursts into tears and sits down.

Hear the angry insolent voice of Antinous as he calls him "Boy!" and says the suitors will not go away till he sends his mother away or she marries one of them.

Telemachus replies—stands erect—flashing eye, defiant tone. Eagles fly over council place, flap their wings and glare at the suitors, whose faces blanch.

Confusion. Telemachus asks for ship, nobody listens. Council breaks up.

Telemachus walks up and down the seashore—kneels and bathes his face and hands. Waves lap the sand at his feet. He sits on a projecting rock and gazes across the water—turns toward home—meets Mentor. Mentor puts his hand on his arm —"Thy father's son must never fail in courage"—promises ship and crew.

Telemachus returns to palace—evening—suitors crowding the court and hall. Antinous meets Telemachus, takes his hand in a fawning, cringing manner and invites him to eat and drink with them, promising to let him go to sea. Telemachus withdraws his hand and turns away—"I cannot be merry with robbers." Long tables are filled with food, and servants bring wine. Suitors eat and drink, talk and laugh boisterously, and jeer at Telemachus, who sits at a table apart.

Telemachus and good old Eurycleia with her white hair and sweet face—her surprise and exclamations.

Eurycleia in the large store room filling the bags and the wine jars.

It is night. The drunken suitors have gone away to sleep. On the floor are broken bread and spilled wine. Telemachus and his companions carry away the bags of meal and jars of wine. The ship on the water, the crew ready to embark—stores placed in the bottom of the hull. Mentor takes his place in the stern, Telemachus near him. Sailors fit the mast in socket and haul up sail. See them pull at the creaking rope! The wind fills the sail and fans the cheeks of the men. The ship speeds away, "the dark sea roaring round her keel."

If skilfully done, no sound will be heard except the voice of the speaker and the rapt breathing of the children.

The children are now ready to read aloud, which should be done as indicated in the article referred to above. Then the teacher may read to them book II. of the Odyssey, Bryant's or Palmer's translation.

How much time will this take? Probably three recitation periods. But it is not so much a question of time as of results.

We hope to see the day in North Carolina when our public school system will be equal to that of any state in the union, when the public schools will be open eight or nine months in the year, and all books furnished free. When that day comes, and not till then, will the state have done its duty towards its citizens.—*Aberdeen Telegram.*

If a few young men in every county would take a determined position regarding the public schools and would continue the fight until they succeeded, the influence would extend to others, and gradually all the young men in North Carolina (including the politicians pure and simple) would become advocates of a public school system supported by taxation. While I believe that one should do right, no matter how unpolitic his position may be, still I feel very sure that if any young man would be guided by policy alone, there is no doubt that a fearless advocacy of public schools would be sustained by the people.—*Congressman John H. Small.*

Timrod's Tribute to the South.

Ye Stars, which, though unseen, yet with me gaze
Upon this loveliest fragment of the earth!
Thou Sun, that kindlest all thy gentlest rays
Above it, as to light a favorite hearth!
Ye Clouds, that in your temples in the West
See nothing brighter than its humblest flowers!
And you, ye winds, that on the ocean's breast
Are kissed to coolness ere ye reach its bowers!
Bear witness with me in my song of praise,
And tell the world, that since the world began,
No fairer land hath fired a poet's lays,
Or given a home to man!

—*From The Cotton Boll.*

(*Editorials continued on page* 28.)

The Teacher and Educational Sentiment.*

HON. J. V. CALHOUN, SUPERINTENDENT OF PUBLIC INSTRUCTION OF LOUISIANA.

This feature of the teacher's influence in directing public sentiment towards the importance of education merits serious consideration. His labor, like that of the missionary, is unselfish, he labors for the good of others, and not for himself. He is a public character. For in what is the public more interested than the education of the people of the state. Other professions and occupations have not this distinctive mark. Lawyers, physicians, merchants and mechanics operate mainly for their own exclusive benefit. If they succeed, it is their personal gain; if they fail, the penalty of their incapacity or negligence affects themselves individually, and directly nobody else. But it is very different with the teacher. He is the agent of the family, of the community, of the state. If your shoemaker or your tailor gives you a misfit, you suffer no great loss, but if the teacher of your children be incompetent or unfaithful, will he not bring ruin upon your famify, and destroy all your domestic comfort and happiness? What is dearer to the family than the children? For whom does the patient father bend beneath his daily toil, or worry in his store or office over the haps or mishaps of his daily buisness? For whom does the loving mother work, and watch, and pinch and save, to lay by something for his future supply? Upon whom do both center all the thoughts of their minds and all the affections of of their hearts? And yet these precious objects of all our care and solicitude we confide unreservedly to the hands of the teachers. And when we consider the child in himself how important is this trust confided to the teacher? Is the mind of the child to remain torpid and inactive, unable to direct the being which it animates? Or under the wise direction of the teacher is it to be developed and made to percieve its relations to the objects by which it is surrounded? Are his faculties to remain like closed flowers that conceal their colors and imprison their perfume; or are they to be unfolded, and reflect the hues of the true, the beautiful and the good in the midst of which they bloom? Is he to be like an owl in the day time, blind in the midst of the light which surrounds him? Or is his intellect to be trained to a love of truth. which will teach him to weigh the evidence of theories and guard him from the sources of error? His imagination and taste are to be cultivated, and his sensibilities refined, that he may not in the midst of the beauties of nature be like one who having eyes sees not, and having ears hears not.

And in the domain of morality how decisive the influence of the teacher upon the future character of the child? It is at this early age that the child's inclinations take bent; it is now that his habits are formed and his conscience awakened, his opinions and prejudices are acquired; it is at this early age that his mind receives the stamp that will indelibly mark his moral character for life; it is at this time that he sets out upon the road of vice, misfortune and disgrace, or upon the career of a man of probity and honor, a good citizen and an exemplary Christian. When we look at a class of children seated apon their school benches and reflect that their young minds and hearts are blank pages of a book upon which are to be written the lessons of knowledge and virtue, which are to distinguish them intellectually and morally, is not this sufficient to impress us profoundly with the dignity and public responsibility of the teacher's functions?

The teacher is related not onl, to the individual and the family, but to society and the state. For its stability and its rights, society calls for men, true men who understand and practice those restraints upon human liberty upon which the security of society is founded; men who respect the laws and moral conditions upon which the various distinctions of society depend. Only education can produce such men. Education is the only rampart against anarchy, and civil strife and discord. But, more particulalry, education is the guardian of popular liberty. It is a political truism among us that popular liberty can exist only when sustained by popular education. The fruits of freedom can be cultivated only on a soil watered by the streams of public probity and public knowledge. If we did not clearly perceive this by our own study and observation, we have the testimony of all our great statesmen and patriots, from Washington to our own times. Speaking of the means of perpetuating the government which our forefathers established, Washington says, "Promote as an object of primary importance institutions for the diffusion of knowledge; in proportion as a government gives force to public opinion, it is essential that public opinion be educated."

*From paper read before the Louisiana Educational Association.

Timrod as a Poet.

BY PROF. ARMSTRONG WAUCHOPE, SOUTH CAROLINA COLLEGE.

The mills of the critics grind slowly, as is befiting the demi-gods of literature. It is an unpleasant fact that all literary reputations are in unstable equilibrium for a century or two. When weighed in the delicate balance of criticism the greatest names have risen or sunk in the scale, and much more has this been the case with minor writers. Familiar examples are Dekker, Steele, Austen, Keats, Mrs. Browning and Blake. Thus Henry Timrod has until recently held the position of an obscure American poet, but in the fulness of time a tardy recognition of his high merit as a lyric poet has been granted.

It is one of the anomalies of Southern character that the South, the home of romance, chivalry and sentiment, has produced so small a quantity of poetry. It has never been recognized among our people as merchandisable literature, and the unlucky bard who would follow it as a means of livihood has courted the fate of Otway. Southern poets have made a living in some more prosaic way, and have sung only under the stimulus of artistic inspiration and native impulse. This has produced quality rather than quantity, which is perhaps a result devoutly to be wished. From the broad standpoint of comparative literature, America has not produced a poet of the first rank, and only nine or ten of the second rank. Of these the South may claim four, Poe, Lanier, Timrod and Hayne, who stand in order of merit without presumption by the side of Longfellow, Lowell, Emerson, Whittier, Holmes and Taylor. In the highest department of letters it is a respectable showing, though nothing to boast of. In comparison with the great ocean of English poetry, ours is after all (we might as well confess it) a mere duck pond. This opinion I have ventured to express for a pedagogical reason: I think that most of our public school teachers exalt American literature at the lamentable expense of English literature.

I do not purpose in this article to rehearse the unhappy life of Timrod. The familiar charges that he was a coward, a drone, "a timid little creature crouching before a dread unknown," a hen-pecked boy, may be dismissed as either cruel or pathetic "bosh." Even the story that he died of starvation has been effectually refuted, as has the equally absurd one that "the *Quarterly* so savage and tartarly killed Johnnie Keats." Before the war of '61 Timrod led the happy-go-lucky life of a poor, unworldly young man, engaged alternately as tutor, journalist, and secretary. After that he simply shared the struggles of his impoverished people in war and rehabilitation. During his lifetime he was unable to rise on account of his natural diffidence, his lack of means, the want of a literary market, the disasters necessary to war, and a future disease which undermined his spirits and his life. Since his death he has remained in obscurity, due to a lack of interest in poetry among his own people, the poverty of his admirers at home, the lack of an audience abroad, which was due to the fact that there was no popular edition of his works. Surely in his case has "unmerciful disaster followed fast and followed faster," persecuting him even beyond the grave, so that the name of Timrod stands as the most pathetic and unfortunate in the annals of our literature.

Due to the energy of a memorial association a new and collective edition of Timrod has appeared a this year from a great Boston house. It is a matter of regret that neither this volume nor the one edited in 1873 has a critical and appreciative introduction worthy of the subject. Neither Hayne's nor Capt. Courtenay's critique can be considered final or authoritative, whether judged from the criterion of fact or finish.

Timrod was not a prolific writer, for his total output amounts to only about 190 pages. His best work would fill a thin little volume, but its quality is such that it should have a silver binding with clasps of gold. His verse is marked by such unusual finish and classical perfection of style that it should be used in our schools.

In a rising order of merit I should class Timrod's verse in three groups: his poems of nature, his patriotic and war odes, and his love lyrics. A fourth division of sonnets descriptive and didactic might be conveniently made. His intellectual leanings are to the Lake School of poets, romantic and transcendental. In his half pantheistic view of nature he is manifestly a disciple of Wordsworth, but in his study of metre, in idyllic sweetness and human tenderness, he is a follower of Tennyson. In his longest effort, "A Vison of Poesy," there is a rapt tone, which he must have caught from Shelly. With few false touches Timrod has interpreted with power, delicacy and en-

thusiasm the haunting grace and incarnate loveliness of nature. He sings of the sea, the pines, the cotton-boll, the flowers, more impressively and sympathetically than any other American poet.

Some of his war odes, such as "Carolina," and "A Cry to Arms" are flames of lyric fire struck off at a white heat, and as stiring as a Greek pæan. His patriotic pieces like "Charleston," the "Magnolia Cemetery" odes, "Ethnogenesis" and "Carmen Triumphale" are divinely inspired with love of native land, chaste and severe in style, exquisitely melodious, jeweled with felicitious epithets, and noble in sentiment. They are free from the theatricality, brazen blare and pyrotechnics so common in national odes.

In his lyrics of love and domestic affection Timrod reaches his purest, tenderest note. In deep passion and delicate imagery he sings the religion of love. The loveliness of loving, the beauty of living, the sweet light of a maiden's eyes, and the mystery and strength of a girl's soul have found in Timrod a clear interpreter and full-throated lyrist. "Katie," "La Belle Juive," "Præceptor Amat," and "Lily Confidante" reveal the supreme passion with wonderful delicacy, and form a distinct, original and valuable addition to our amatory literature. Timrod's sentiment is never false nor strained, and his etherial moods are subdued by a virgin simplicity and bewitching dreaminess. His lyrics are never gushing, though sometimes trivial, and they breathe a flute-like music that is throbbing with all the pensive pathos and playful sweetness of human longing.

The Story in the Class Room.

RICHARD T. WYCHE, GREENSBORO, N. C.

I had failed. The class was dead completely. We had begun the study of the English Grammar. I discovered that children of their age—9 to 12—were not at all interested in the fact that one word was a verb and an other a noun. The subject itself was a bore to them.

One day I told the children the story of "Hiawatha's Childhood" from Longfellow. They seemed delighted with it. I told them to write it down and bring it to class the next day; they did so, and read their story before the class with pleasure.

In our grammar we had reached the subject of the Adjective. I asked the class to mark all the adjectives they had used in writing their story. That was the lesson assigned for the next day. When the class again assembled a few minutes were spent in glancing at the compositions as they were handed in—later they were corrected. Then I wrote on the black-board, "Hiawatha's Fishing," and told—not read—in words that the children could understand this story, using so far as possible the poet's own words.

The lesson assigned for the next day was to write down this story, to be read in class.

When this was done, I had them, for the next lesson, to mark in their compositions all the verbs, assigning them at the same time a lesson in the book on the verb. The children seemed much interested, and had many questions to ask about Hiawatha.

This literature and composition work pleased them. Less time was spent in technical grammar; and, by its being closely related to that which they were so much interested in, the subject ceased to be a bore. The children looked forward with pleasure to each recitation, because of the story. And thus it was that the class that had been killed by the book was literally born anew by this method.

Seeing that the children were so much interested in Hiawatha, the question came to me, why not continue to work along the line of the child's interest instead of trying to interest him in something foreign to his nature?

I had two classes in English Grammar, the one studying parts of speech, and the other, sentence structure. The next day I brought both classes together and told them the story of "Hiawatha's Fasting," and had them to write it down and report in their separate classes the next day. Those studying sentence structure would analyze sentences they had used in writing the story, those studying parts of speech would continue as before. Twice a week I brought both classes together to tell them the story; three times a week they worked with their story and grammar, using the book as reference and authority.

This method was worth while, had I used it simply for language, composition and grammar work; but at the same time it served other and higher purposes. The higher purposes for which I used the story lifted technical grammar from a dead rut and placed it upon a higher plain.

In Hiawatha we found many new and unfamiliar

words that must needs be studied. Twice a week these were put on the black-board for our spelling lesson. This relieved the monotony of the spelling book, and gave the class, too, a receptacle for the new ideas and images brought out in each story.

The study of Hiawatha gives a new interest to the geography of the upper Mississippi Valley and the Lake Region. Hiawatha's wigwam stood on the southern shores of Lake Superior; he found his wife, Laughing Water, at the falls that now bear her name; he went west, and on the crest of the Rockies, fought a great battle with his father, Mudjekeewis, driving him back to the portals of the sunset. All of this throws a glamour over the geography of this region. Then it is refreshing, alike to teacher and to student, to be brought in healthful contact with nature as we see it in this poem;—

> "Groves of singing pine trees,
> Green in summer white in winter."

Rushing of great rivers, the falls of Minnehaha, the shining Big-Sea-Water, the mountain, the prairie, the lily, the squirrel, the rabbit, the deer.

As I went on with the story, telling about "Hiawatha's Friends," "Hiawatha's Wooing," "The Ghosts," "The Famine," etc., the children had many questions to ask about the Indian; his dress, his food, his weapons, his home life, his social customs, his marriage, and his worship of the Great Spirit. Longfellow has described the Red Man so minutely, that most of the questions can be answered from the poem itself. This, in itself, is interesting, and worth much to the child—appealing to his sympathies, widening and broadening his life; but this same knowledge will serve yet a further purpose. When the child begins the study of United States history he there meets the Red man; he is very much interested, but the descriptions are very fragmentary and unsatisfactory. The knowledge of the Indian gained from Hiawatha will supplement this in a most helpful way.

But one of the most important things I did for my pupils by this method was to give them a piece of real literature. To give a child Hiawatha is to introduce him to Longfellow and to interest him in him; to cultivate a taste for the best in literature, thus linking grammar to literature, and thereby to life. Not all the reading matter placed in the hands of our young people can be classed as literature. Imagination and feeling are essential elements in the making of literature. A great deal of the hash served up to our young people contains neither. By this definition Hiawatha is a piece of real literature—a master-piece. And this is just the reason why children are charmed with it—it feeds the deepest springs of their nature. Just as the child feels a thrill of delight in the use of his muscles, in running and jumping and climbing trees, so he delights to use his imagination. Every story in Hiawatha appeals to this faculty. The discovery of the imagination is for the child the discovery of a new world.

But the poem served me yet another purpose. All literature appeals to the æsthetic and ethical faculties, and furnishes the teacher the finest material for moral and religious culture. The child by nature is a hero-worshiper. In Hiawatha he finds the hero that he likes—a hero of mighty deeds, who slew the giant, Pearl-Feather, killed the great fish and the serpents, cleared the streams of logs and sand-bars; a prophet who fasted and prayed for his people, taught them picture-writing and the sacred art of healing, discovered the maize, punished the mischief-makers, and taught them all to live in peace as brothers; a worshipper of the Great Spirit, but seeing truth in other religions. He received and welcomed the pale-faced priest of prayer, saying to his people:

> "Listen to their words of wisdom,
> Listen to the truth they tell you,
> For the Master of Life has sent them
> From the land of light and morning."

All of this appeals to the child, making deeper and richer his moral and religious life.

Tennyson's "I am a part of all I've met" is true in this realm,—and more, the child has become a part of all that he has admired. Though Hiawatha does not come from the child's own race and day, he is, for this reason, none the less useful to the child as a hero, but better. For coming from the childhood of the world's thought, he corresponds to the child's mind, and thereby furnishes him the best mental food—a mighty spirit that he can catch and appropriate in the development of his own personality.

In the three or four months that it usually takes to work out the story in this way, I have never yet seen the interest of a class lag. Quite a number of my pupils bought copies of Hiawatha, that they might read the poem for themselves, while the advanced class took it up and studied it as literature.

In like manner I used the story of King Arthur and His Round Table from Tennyson's Idyls of the King, Robinson Crusoe, the stories of the Greek Heroes, and other stories.

A Plea for the Recognition of the Teutonic Origin of the English Language.

MISS MARGARET BURGWIN HILLIARD, OF THE FRANCIS HILLIARD SCHOOL, OXFORD, N. C.

No one, I think, will dispute the truth of the assertion that for us, English speaking people, English must necessarily be the foundation of all education. It is of the utmost practical importance, and is no less essential as a distinctively culture study. By this latter expression, I mean one that tends to broaden and deepen the mental life, to develop and satisfy the æsthetic nature, and to quicken the affections and passions of the soul.

The practical importance of English as the ground work of education can hardly be over-estimated. It is the instrument with which the pupil must work, the pass-key to all departments of knowledge. Many of us who work in the secondary schools find ourselves hampered; our time, it seems, cruelly wasted in trying to put our own explanations and the language of the text-book into words, that will be intelligible to pupils whose English education has not kept pace with their other studies, and whose vocabularies are wholly inadequate to the intelligent study of history, literature or the sciences. The language of these is to them as a foreign tongue, and the pupils, if they are good students with a thirst for knowledge, will work laboriously at them, dictionary in hand; or, if they have that doubtful blessing, a verbal memory, they will glibly recite the words without having an idea of their meaning.

This is one of the most serious problems in teaching secondary schools, and, judging from the reports of failures in entrance examinations that come from the colleges, it would seem to be one not yet satisfactorily solved.

Wishing to know why it is that this work is so unsatisfactorily accomplished, and wishing to discuss the matter with one who, from his position and culture, would be likely to have the wisdom and patience to help me, I went to Dr. Butler, then professor of English at the Woman's College of Baltimore, but now holding the same position at the Boston University, and told him of my perplexity. "Ah!" he said, "you have run against my stumbling stone." And he added: "I think, to give to students a good working knowledge of English, a knowledge that shall enable them to read intelligently and express themselves intelligibly in speaking or writing, is, perhaps, the hardest and seemingly the most hopeless task that comes to a college professor or to a teacher in secondary schools; and at the same time it is of the utmost importance that these results should be attained, if the students are to make the most of their education in after life."

The importance of the study is self-evident, but the question arises, Whence is this universally recognized difficulty in securing the best results? what are the methods in present use by which they are not secured? and how may these methods be so modified that the results may be more satisfactory?

The difficulty of the task lies in that which makes our own pre-eminent among the languages of the world for beauty, variety, flexibility, and strength; that is, in its composite nature. Teutonic in its origin the English language has been influenced—largely influenced—by the Romance languages, notably by the Latin and French. But the language of the Anglo-Saxon was as sturdy, as unconquerable as the Anglo-Saxon himself. Like the men themselves the language went down before the Norman foe, and for years the language of Cædmon, Bæda, and Cynewulf gave place as a literary language to the French and Latin; but as time went on and the races mingled more and more intimately, the Normans gradually threw off their disguise as Frenchmen, and, revealing themselves as brother Teutons to the English, gave up the task of forcing upon them the Norman French, which had become a mere patois, and themselves adopted the language of the people of the conquered land. A most signal victory of the vanquished!

Chaucer and Langland were raised up to mark indelibly an epoch in the history of the language, as well as of the literature of England. And later, in the fulness of time came great Shakespeare, more English than Chaucer, to prove that the language had reached its highest perfection and was the fit instrument to express the thoughts of one of the greatest minds God ever clothed in human flesh. Here, at its highest point of excellence, the language was fixed. · The English Bible and Shakespeare are the most perfect examples of English in its full purity and strength; the English Prayer Book, of the graceful and strong welding of the two elements of the language, the Teutonic and the Romance. The printing press set its seal upon it, and the language of Shakespeare and the Bible is essentially the language of to-day.

Just a glance at the analysis of the language will recall the fact that so many seem to have forgot-

ten, that the language, while in vocabulary it is about half of classical and Romance derivation, in structure it is almost wholly Teutonic. In structure the English language is akin to the German, especially the Low German, rather than the Latin or the French. And in vocabulary, eliminating the technical terms, which are out of place in any written or spoken discourse which may be called literary, we find a very large proportion of the words to be of Teutonic origin.

It is perhaps the ignoring of the Teutonic origin of the language and the undue emphasis given by scholars to the Latin element that tends to make the results of earnest conscientious efforts on the part of pupil and teacher so unsatisfactory. Scholars are essentially and rightly conservative, and the educational traditions of the middle ages cling tenaciously to the scholars and educators of to-day. We must not underestimate the debt that England and her descendants all over the world owe to continental Europe. Christianity, civilization, and literature came to her in a large measure from the treasure house of Italy; but as she no longer yields obedience to the Church of Rome; as she speaks of Anglo-Saxon civilization as distinguished from Latin civilization, why, after all of these centuries of independent thought, expressed in language that is strong, beautiful, and enduring as it escapes from the Latin and approaches the pure Saxon, should we persist in treating our language like a Latin tongue, modeling our grammars on the Latin and totally ignoring our cousins, the Germans, and our venerable ancestors, the Anglo-Saxons?

Leaving out for the present, any comparison of the English and German literatures with the Latin and French, let us question the propriety of modeling our English Grammar on the Latin. It is easier to tear down than it is to rebuild; and much easier to criticise a system now in use than to suggest one that shall adequately replace it; so that it is with the utmost modesty and caution that I offer the following suggestions.

In the first place wherever the English use differs from the Latin, wherever a habit of speech or rule of language is derived from the earlier English, I would have that recognized, and not, because it differs from the French or Latin usage, put down as an irregularity. Now, as is well known, in the Old English, in the time before the French influence came in at the Norman conquest, one recognized method of inflection was by vowel change; nouns formed their plurals by a sharpening of the stem vowel, corresponding to the German umlaut; adjectives were made from nouns by the same change with added consonants; verbs formed their past tense and participle by a regular change of vowel. This was and is a feature of the English as well as of other Teutonic languages, and proves their near kinship. This, I think, should be recognized, and these nouns and verbs classed not as irregular, but as we find them in the Anglo-Saxon and German, as strong nouns or verbs.

Another suggestion as to the treatment of nouns. It often puzzles a child who is taught that nouns form their plural as well as their possessive case by adding "s." In the one case the apostrophe is placed before the "s", in the other not. He is also taught that the apostrophe denotes that something is omitted, but these two facts are not connected in his mind, and instead of a little bit of history of the language, which would forever remove all doubt, he is given innumerable exercises to impress upon his mind the fact that these s's are apt to become confused.

But in nothing, I think, do we find so great a lack in the written exercises of pupils as in the use of connectives, the hinges of the language, relative adjectives, adverbs, and pronouns, conjuntions and prepositions. These, as well as the personal pronouns are all found in the Anglo-Saxon in almost identically the same forms as we have them in the modern English; and a good deal of unnecessary study would be avoided if these words were treated more simply, if the divisions and subdivisions were lessened, and if in the treatment of them the Old English model were followed.

There is an uncertain tone in many of the grammars prepared for use in secondary and primary schools—foot notes suggest that such a fact may or may not be final, that some authorities would construe the word differently. This uncertainty comes, I think, from a lack of knowledge of, or an unwillingness to recognize the fact, that, in structure, our language is not Latin but Germanic, and from the prolonged endeavor to govern it by Latin rules.

It is not strange that this should be so when we consider that when but one language is studied in secondary schools it is Latin, and the likeness of the English language to it is insisted upon; that pupils are urged to look up the derivation of words, *especially when they are derived from the Latin;* that Latin Grammar is considered a good

substitute for English grammar; and that when a second language is taken up, it is not usually Anglo-Saxon or German; to show the other side of the language, but French, to emphasize the Latinity.

And, as we are considering the practical importance of the study, what is the result? We have have all noticed it, I fear: A loss of child-like simplicity and clearness, which, with all its crudeness, made the child's the first effort on such a subject as "My Baby Sister," or "Our Dog," a real expression of thought in more or less picturesque English, and the substitution of a discourse abound-in long Latin words and circumlocutions, expressing not what the pupil thinks, but what he thinks he ought to think, not as he would naturally say it but as he thinks it ought to be said.

We cannot keep the self-unconscious artlessness of the primary pupil; it no more suits the expression of adult thought than the pompous, stilted language of the more advanced student. What we want is that combination of the two to which our two-fold language entitles us; the strong, simple, poetic, picturesque English of childhood, and homely every day life, with the words of classical origin, which have come in to express the expanding life of the race, and which fitly express our own enlarged experience and knowledge as we reach maturity. Not less Latin but more English is my plea. Not a repudiation of our debt to the ancient Romans but a recognition of our descent from a noble race possessing a language and literature no whit less noble than themselves.

The Pedagogical and Political Value of Military Training.*

JOSEPH S. STEWART, PRESIDENT OF THE NORTH GEORGIA AGRICULTURAL COLLEGE.

Whatever may have been the ideas of education in the past, the ideal universally adopted by leaders in the educational world to-day is that the end of education should be the development of the noblest character, fitting for complete living here and hereafter. With this view of education in mind, what is the educational value of military training?

We shall try to answer this question briefly, but as clearly as possible. It is a plain question and deserves a practical answer. I was educated under another system, and have had no experience of military training beyond the two years' observation of its effects upon the students at the institution over which I now preside. I bring to the discussion, therefore, no prejudice. I shall state what appears to me valuable in the system.

First, let us see the effects upon the body. This is, pehaps, the most striking influence and the one most commonly urged in behalf of the system.

Even the casual observer will soon notice a difference in the way the young cadet carries himself. His body straightens, his head is held erect, his step is firm and graceful, his shoulders are thrown back, his chest expands, and a manlier bearing takes the place of the slovenly gait, rounded shoulders and uncertain look. An ease and dignity of manner supersedes the careless, awkward appearance. I have seen the overgrown mountaineer, just from between the plow handles, muscular but stiff and loutish in bearing, literally transformed by a year's drill. His own mother would scarcely reognize him in his closely fitting, neat uniform, and with his erect, firm, self-respecting carriage. The manner of the man has a kind of reflex influence on the man himself, while the increased chest expansion aids in nourishing the nervous system.

In addition to the effects upon the appearance of the student is the great advantage derived from systematic physical training. The bayonet and setting up exercises, the regular drills and double-quick, all combine to make a course of physical training by which, under the direction of a competent commandant, every muscle is brought into action and is, thereby, developed. I have seen boys that could scarcely sustain the double-quick for five minutes, before a year was out delight in a double-quick over the mountains for several miles. An hours' drill is almost a panacea for indigestion, headache and nervousness. The military drill has more life in it than the usual gymnastic exercises or gymnasium performances, and has the added zest that comes from the desire for promotion in rank. The military exercises are regular and not spasmodic, reach all the students and not those alone who are fond of athletics, are kept within bounds and do not cause neglect of studies as in the excitement over collegiate games. The exercise is so satisfying to the body that the exuberance of the boy's spirit does not find expression in boisterous conduct or vicious habits.

In giving a student a strong, evenly developed physique, with a good appetite and digestion, and with steady nerves, the drill field is unexcelled.

*Read before the Georgia Teachers' Association.

The physique and health of the French and German nations, I am told, have been greatly improved since military training has become compulsory.

The increased physical vigor resulting from the military drill acts directly upon the cental, nervous system, and the intellect is quickened. The mind is clearer and better prepared for the studies of the night after the invigorating drills of the afternoon, which send the pure blood bounding through the system. Instead of lessening the number of hours for literary duties, experience shows that more can be accomplished.

Voluntary concentration becomes habitual, and thus the first requisite for mental work is secured. The soldiers must attend. Mind wandering is fatal. So from a necessary concentration of mental energies for an hour a day upon the commands of the officers there is an easy step to voluntary concentration of attention upon the preparation of his studies. As we attend do we learn.

The relation between the motor nerves and the sensory nerves is strengthened by the drill. The soldier must be quick to perceive and as quick to execute. The sensory brain tracks are modified by exercise. The drill lessens the time period between the auditory nerves and the motor nerves. The hand and the eye are both alert in signaling. The loss of a single flash light from inattention loses the message. In target practice there is a demand for a steady nerve and clear vision. The cadet who wishes to succeed in the usual military tactics or target practice must give up his cigarrettes, the use of intoxicants or vicious habits. As the cadets put it, "these habits make him short-winded and shaky."

Thus the effect is to strengthen the nerve power of the cadet without the overstraining of the body which unfits for brain work. The intellect is, therefore, strengthened for literary work by quickening the action of the perceptive faculties, aiding the memory through concentration of attentiou and giving expression to sensation, while an appeal to good judgment and reason is constantly demanded of the officers.

As to the effect upon the will, we have already indicated the training of the attention. In addition to this the cadet private is taught implicit obedience —to control himself absolutely. When in ranks, whatever his inclination, neither by look nor movement must he allow himself to neglect the work in hand. Obedience and self-control become second nature to the well trained cadet. Respect for authority is inculcated so that the will is kept in harmony with law, and the student becomes a law-abiding, law-sustaining citizen instead of an excitable, vascillating, impulsive being, driven hither and thither by every new sensation. The effect upon the character here is most marked, for a good character is a completely fashioned will. I have watched my young officers when they stood before their battalion of one hundred and fifty men, and have observed with pleasure how all the self-control, manhood and force of character asserted themselves in their every command. A man of weak will cannot command. The officer must know his duty and fearlessly do it, forgetful of self, whether on dress-parade or in the presence of the enemy. The great men of history have been those who could choose quickly and decidedly and could execute as determinedly. As a stimulator and trainer of the will we have no pedagogical exercise that can excel the military drill.

There is not that impassable gulf between the officers and men in a military school that exists in the regular army. While as officer on the drill field and on duty, exercising all the rights and duties of his office he demands the most prompt obedience, off duty the cadet officer is but one of the boys and on an equality with his men. There is, also, the hope of promotion before the private that is an incentive to do his best in every respect.

The effect on the sensibilities is seen in the habits of neatness in personal appearance and dress; in the respectful treatment of superior officers; in the stressing of truthfulness, honor, duty, patience, order, punctuality, cheerful obedience, self-respect and manliness. Slovenly habits of dress and person are impossible in a well regulated military school. Nor is the training work in a systematic way to be underestimated. Whatever the position in life, attention to detail is essential. The cadet learns that things must be done right or not at all. No slipshod methods will be countenanced. Thus the habit of attention to detail, of exactness and thoroughness, of commanding and of executing commands follows a young man from the school-room to the counting-house, office or factory.

If the main thing in the moral life is, as Aristotle claimed, the establishment of good habits, then the definite habits mentioned as necessarily resulting from a correct course of military training in a college cannot fail to affect permanently the morals. If the claim of Socrates be correct, that "virtue is a

kind of knowledge," then it seems that military training, associated with a college course, presents an ideal system for boys from fifteen to twenty, if the proper relations between the military and literary departments are sustained.

Military drill and discipline are found to be most valuable in preserving good order and in maintaining a healthful government. The young boy just from the sacred precincts of home needs the restraining influence of military discipline to check excesses and to develop self-reliance and manly habits. With lofty ideals held out before him, with vigorous exercise and careful guidance and supervision, mainly by his fellow students as officers, he develops into a well-rounded character or is quickly cut off as unworthy of the uniform he wears.

It must not be forgotten by the authorities that the object of the military course is not to make soldiers, by any means, but to use the system from a pedagogical standpoint to develop a noble manhood fit for all happy hours and all great hours. It is the man behind the gun that we are after and not the gun. "The mind must be as strong as the arm, and the heart as kind as the mind is bright and the sword flashing."

As to the political value of military training we have time only to add that in a country whose reliance is not upon a great standing army, but upon the fidelity of her citizens, it is necessary that there should be a large reserve force of trained men to properly officer the state militia, and to command in times of riot and mob law. In the last war when the president called for two hundred second lieutenants for the regular army he found no difficulty in finding two hundred young men trained in literary work and military tactics who could stand the rigid examinations required by the army. The ranks of the army organized for the Hispano-American war were chiefly officered by young men who had received military training in the colleges of the land. Such was not case in the beginning of the Civil War, when, as President Harrison has shown, privates were plentiful but it was almost impossible to secure men versed in military science to drill the companies. To encourage military training in the state, thereby supplying to each community men capable of commanding companies for the protection of the people, I believe that Georgia should pass a law granting to students of military colleges, upon graduation, who have obtained the rank of captain, a commission as second lieutenant in the state militia.

The Country School Problem.

JOHN J. MCMAHAN, SUPT. PUBLIC INSTRUCTION OF THE STATE OF SOUTH CAROLINA.

The country school problem is the most important problem of our civilization to-day.

1. It is the problem of our agricultural emancipation, of our industrial prosperity. If the truth be told, we are in a bad way agriculturally. The country is being deserted, plantations are being eaten up by mortgages, dwellings and barns built before the War are going to decay, and, if destroyed tomorrow, could not be replaced. We are living on the accumulations of the past, and fast using up the little capital of our possessions. This is true of many neigborhoods. I am thankful that it is not true of all. But men now farm without hope. The way out must be through more intelligent methods, better education.

2. The country school problem is the problem of good government. The terms "ward politician" and "city boss" have acquired a meaning that tells of some of the evils of government in cities. Although "crossroads politician" is also a term of disrespect, it has no suggestion of vicious purpose or of venality. The crossroads politian is charged with narrowness, mistaken zeal. He is a patriot, and all he needs is education. There is among the people in the country an independence and individuality that are a safeguard to the state. It will be a bad day for us when we no longer have this sturdy constituency to appeal to. We must, therefore, by education, solve the problem of how to make a living in the country, and we must provide adequately for the education of children reared in the country.

3. The country school problem is the problem of diversified life, of all-round interest. Thus far, nearly all of our city people have had relatives or friends in the country whom they at times visited. Hence all our people have some experience of country life—there are none but have been brought under the influence of this contact with nature. This can no longer be so if the exodus from the country continues, if we continue to have poor country schools that fail to fit boys and girls to live prosperously and happily in the country—such poor schools that parents see no hope for their children there an go to town—to live from hand to mouth, at uncertain employment—in search of schools.

*Outline of an address delivered before the State Teacher5' Association at Harris Lithia Springs, S. C.' July 17, 1899,

4. The country school problem is, moreover, the problem of our national vigor. The majority of the leading business men of our cities were reared on the plantations. So it is in each generation. The city seems to require a back country to draw upon for re-inforcements. When these can no longer be supplied the end is at hand.

5. The country school problem is, indeed, the problem of the preservation of our Caucasian civilization and purity of blood. If the country be abandoned to the negroes, then that which makes a people great will be theirs and not the white man's. The hardihood, the independence, the courage that country life develops will be lost to the Caucasians, who will have gathered into congested centres, where strength and vigor of mind and body are at last sapped. The country will supply the men that dominate. Who shall these be?

But I am expected to point out what may be done for the improvement of the country school. The special problem of the schools in the country is due to the sparsity of population and the poverty of the people. The chief difficulty is the distance apart. The school money is apportioned according to enrolment, and each school is attended by so small a number that its share of the public funds supports it only pitifully. There are many needed improvements. What are they? I would not, if I could, present to you a finished theory of how to solve this problem of the country school. You would distrust any theory. All improvement must be a growth. My theory might need to be modified as conditions develop. In aspiring to the office which I now hold, I undertook to solve this problem, at least in a measure. But it was not my choice to attempt to solve it here in words. This subject was assigned me. I am glad, however, to give you some of my thoughts, and I want you to think on these questions with me, that together we may solve them yet.

The current opinion seems to be that the one thing needed for improving the country school is a longer term. I wish to say emphatically that in my opinion the longer term is the last thing needed. It is needed, but there are other things needed more.

1. The first thing needed is better teaching, more intelligent effort toward the moulding of character. I have been trying to impress this. The summer schools are working toward this end. This Association has for years labored to improve the teachers of the state and has done much.

2. We need a better course of study in our schools. This is closely related to better teaching and together they would transform our schools. This improvement is needed in all the schools—and in the colleges, too. There is too much purposeless teaching. Subjects are taught as if they were an end in themselves. They are not made to appeal to a child's interest. There is no attempt to show their bearing upon life. A boy is harassed with details about political geography when the names of the nations are meaningless to him. Years are wasted in drill in the rules of grammar, and the boy goes out on the playground and violates every rule. He has never suspected that those dry rules have anything to do with the speech that is so indispensable a part of his life.

We should teach a man to know not passively but actively; to be not a mere receptacle of information, but a potent factor. We should teach more of science, and especially should there be in all our teaching more of the scientific spirit. We should develop in the children a love of truth and a self-reliance. Teach them to realize the universality and the immutability of cause and effect. Then they will know that a wrong done can never be righted; that it cannot be undone. Teach a man to recognize in all spheres of activity the orderly processes of nature, and so to feel his responsibility to be in harmony with the Divine Will, to promote the good and not the evil.

Education does not consist merely in developing in us mental power. It should also supply us with useful knowledge of our environment. This cannot be acquired in a day, and it is folly to lose the years of our schooling in exercise merely for the strengthening of our minds, as dumbbells strengthen the muscles, instead of strengthening our minds by acquainting us with the great truths that are involved in the life about us and in the problems that will soon press upon us. Life is too short. Duties are too pressing. We should learn what we need. In the last half century there have come to the front social and industrial problems overshadowing all else. Some sage has said, "The only good is knowledge; the only evil is ignorance." In the last analysis, every good goes back to knowledge as its basis. Every evil may be resolved into ignorance as its cause. We must know the right in order to do the right.

But education should do more than fit one to grapple with the problems of life. The whole man should be developed to the fullest. Our course

of study and our teaching should cultivate the artistic side of our nature, that we may be in full harmony with creation. Otherwise, these potential pleasures remain forever unknown to us—there is an irreparable loss to the sum total of human happiness. We should teach art and music in our schools. The experiment at the State Summer School has satisfied me that anybody can learn to draw, and that almost anybody can learn to sing.

The school should not aim to prepare for college; it should prepare for life. The college should take the boy that comes to it and prepare him still better for life. It should not make an idol out of what it calls a "college course." All education should prepare for life; should help to give us a truer attitude toward life.

3. Better moral support from local authorities is the next most important need of our country schools.

The trustees and the parents, as well as the teacher, need to be educated as to their duty. Their attitude may destroy all discipline. Above all, they should not change the teacher unless there is a certainty of getting better teaching. The good teacher should be kept permanently. Thus may the teacher learn the children's dispositions, win their hearts and train their characters. Moreover, a new teacher doesn't know where the children are prepared to take up their studies. A large part of the session is practically lost while the teacher is experimenting with the children.

4. Better supervision is another need. The county superintendents are usually paid too little to support them and permit them to devote themselves to the work and study of supervision as a profession. They must pursue other occupations for a living. Some perform no more than certain clerical duties that might as well be performed by the county auditor. All this should be changed.

5. Better organization and division of the school itself is a pressing need. We should seek to concentrate our country schools. Instead of four or five poor schools scattered over a neighborhood we should have one strong school, with two or more teachers. The children could be graded and taught better. The teachers would stimulate each other by association and conference. The monthly salary could be higher and the employment longer. But how shall the children get to the school? Here is the problem. I insist that they can walk a great deal farther than their too indulgent parents are now usually willing for them to walk. We now have many neighborhoods in which it is possible to dispense with several schools and patronize one without serious inconvenience. I am glad to observe some tendency to do this.

In the northeastern and northwestern states they have resorted to the practice of employing a driver and team to bring to school and carry home the children who live beyond a certain distance. I hope within the next year to look into this system. It is very possible that, with the money saved by abolishing just one of our weak country schools, the more remote children may be hauled to the big school house which will be supported by the money of the three or four other schools supplanted by it.

6. Lastly, we need better financial support—longer terms, better equipment, better salaries. This must come by levying a special local tax. I put this last because I believe that with our present resources we can do much on the lines above indicated to give us better schools. When these things are done and the people see that the schools are not a humbug, they will be readier to pay more money to support them. But until there is evidence of something being done, nobody is willing to give more money. I believe that a good teacher will in the end bring everything else. We see it in many localities.

One thought more. There are those who condemn universal education. They think that education belongs to the select few and unfits the ordinary man for his station in life, makes him discontented with his lot, threatens socialism. I will only say that as long as there is room for improvement it is a curse to keep men's minds contented. To doubt that it is good for all men to know, is to believe that darkness is better than light. It is good for us to see the wondrous truths in the midst of which God has placed us.

"It is better to create than to reconstruct." It will pay the state a thousandfold more to develop (create) its youth in their true relation to nature, men, and God, from earliest infancy, than to neglect the youthful, impressionable years, and then find it necessary to build asylums, jails, reformatories, etc., in which during maturer years a course of reconstruction must be pursued.—*Isabel G. Alexander, in Kindergarten Review.*

The whole educational system should be divorced from party politics.—*J. L. M. Curry.*

A Lesson on Oaks.

PRINCIPAL J. A. BIVINS, CHARLOTTE GRADED SCHOOLS.

The oak abounds everywhere, in country and in city. There is no teacher but has abundant opportunity for gathering materials for this simple nature lesson.

The design of this lesson is to get children to find out for themselves the fundamental differences between the two great classes of oak trees. I know of no subject that will better repay observation.

For the purpose, select two oaks representing each of the classes, a white oak and a red oak, or a post oak and a black oak. Gather an abundance of branches containing leaves and acorns, also get specimens of bark and wood, if possible.

Observe the leaves: notice that in either case they are lobed, or notched; in the white oak leaf the lobes will be found smooth and sinuous, while in the red they seem cut or gashed, and end in little spines or points. With a little guidance on the part of the teacher the children will discover all these facts.

Next look at the acorns. And here is where sharp eyes are necessary. First, position: in the white oak they will be found growing in the angle formed by a leaf and its stem; or, as the botanists say, in the axil of this year's leaf; in the red, the acorn grows on a little stem to itself below the fresh twig and leaves of this year's growth. The portion of the stem on which it is found seems old in comparison with the part that bears the leaves. Next, look at the base of the little stem that bears the acorn, and a scar will be found. Every child will conclude instantly, on seeing this scar, that a leaf grew there, perhaps last year. Now look closely among the leaves and branches of the red oak; pretty soon you will discover a tiny acorn, so small as almost to escape notice, growing in the axil of a leaf just as in the case of the white oak, except that the acorn of the white oak is mature. Get the children to make statements about what they see, and draw conclusions. Such conclusions will be about as follows: The acorn of the white oak comes with this year's leaf, matures in one season, and falls off in the autumn; the acorn of the red oak comes with last year's leaf, and matures in two years.

Other differences will be found in the acorns themselves. In the white oak they are oblong, smooth, chocolate colored, sweet to the taste; in the red, they are round, small, of rough surface, striped, with contents orange colored and bitter to the taste.

Now examine the bark closely. In the case of our typical oak of the first class, it will be found soft, thin, and of light color; in the other, dark, hard, thick, and full of coarse seams.

The wood of the first class of trees is remarkably useful in the arts, notably that of the live oak in Florida, which is used in ship building; but the bark of such trees is generally worthless. On the other hand, the wood of such trees as the red and black oak is of little worth except for fuel, while the bark is useful in tanning. The wood of the first class is of comparatively light color and fine grain; that of the second is reddish or dark and very coarse.

Let children examine other oaks with reference to this fundamental classification, and when the list is complete it will be practically as follows: To the first class belong the white oak, the post-oak, the chestnut-oak, and the live oak; to the second class belong the red oak, the black oak, the Spanish oak, the turkey oak, the black-jack, the willow-oak, the water-oak, the scarlet oak, pin-oak, and the laurel-oak, or shingle oak. Each tree mentioned will have the general characteristics of its class. How to distinguish the trees in the different classes from each other is a problem requiring another article.

The above will furnish material for several lessons. By all means let nature study and language work go hand in hand.

Get together all the poetry that can be found regarding trees; tell the children of the old Druids and their oak temples, and the mystic mystletoe. With fact and fancy weave such a spell about the subject that the noblest of God's vegetable creation, the trees, may ever after have something sacred and interesting about them.

General education is essential to prosperity; it is a condition to industrial progress; it has the highest economical value; it is the grand means for developing or increasing natural resources; it is the producer of wealth. Agriculture, manufacturing, mechanic arts, all internal improvements, are the creations of intelligence. Contributions to human welfare have come from knowledge. Brute force is wasteful, unproductive. Cultivated mind subsidizes the forces of nature, changes crude materials into useful fabrics creates those arts which sustain and comfort and embellish human life.—*J. L. M. Curry.*

The First Step Toward Improving the Country Schools.

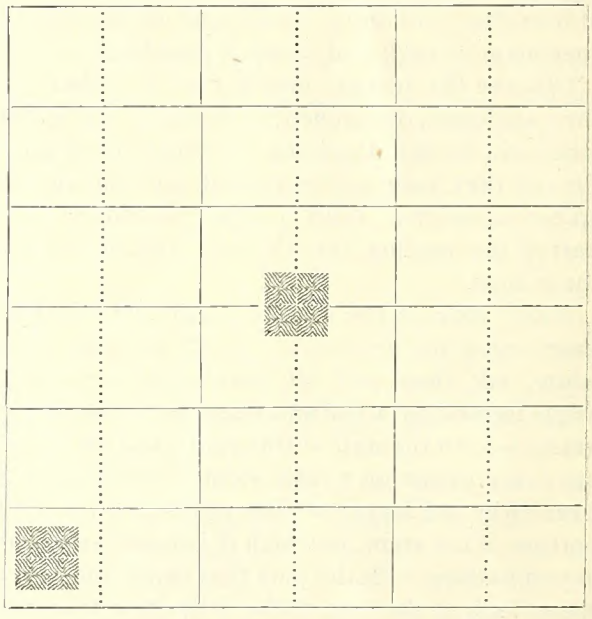
For many years the cry in North Carolina has been, "A school house in front of every man's door." In answer to this cry school districts have been multiplied until in many counties something *called* a school house is within easy reach of every child. But this multiplication of districts has not increased the value of the schools nor the attendance. It has only increased the cost, without any corresponding increase in educational results.

This may easily be seen from the following: In the ten years from 1888 to 1898 the public school fund increased 47.3 per cent.; the school population 8.2 per cent.; the total enrollment 18.4 per cent.; the average daily attendance only 2.5 per cent., nearly six per cent. less than the increase in school population; the length of the school term for white children 6 days, for colored children 2 days. In the same time the average monthly salary of white teachers decreased $1.03, that of colored teachers 60 cents. With an increase of nearly fifty per cent. in the school fund and a decrease of about five per cent. in the monthly salary of teachers, the actual amount of schooling, based on the length of school term and the daily attendance, was less than ten per cent. more in 1898 than in 1888. In the last five years of this time the number of schools increased 1,055, of which 771 were for white children.

Plainly the slogan of the past was not wisely chosen. Let us substitute for it the better one, "For every child a good school taught by a competent teacher in a comfortable, well-equipped house eight months in the year." It is not necessary that it be in front of his door; it will be near enough if it can be reached by a brisk walk of forty or fifty minutes.

Though this can not be wholly accomplished without a large increase in the school fund—to be had only through local taxation—yet our present condition may be much improved by a radical reduction in the number of schools and a consequent increase in the size of both the schools and the districts. Especially is this true of the counties of the middle section, between the mountains and the line of the Wilmington and Weldon railroad. A concrete example will show this most plainly, and for this purpose Guilford county is taken.

This county, almost an exact square twenty-four miles on each side, has neither mountains, swamps nor impassable streams. It contains eighteen townships, each four miles wide and seven miles and seven-eighths long. The city of Greensboro occupies four square miles in the center of the county, two square miles in each of two townships. High Point occupies a like space in one township in the southeast corner. Both these towns have their own graded schools. Not counting the schools in the towns, the county has ninety-four public schools for white children and thirty-three for colored children. The number of colored schools is probably not too large. But why should there be so many white schools?



TOWNSHIP MAP OF GUILFORD COUNTY, N. C.

The eighteen townships are all the same size, each township 7⅞ miles long and 4 miles wide. If cut into thirty-six school districts, as indicated by the dotted lines, each district would be 4 miles long and a little less than 4 miles wide. The central ▨ shows the location of Greensboro; the ▨ in the lower left hand corner, High Point. Each town is two miles square and both have their own graded schools.

If each township were divided into two districts as indicated on the accompanying map, then each district would be four miles long and somewhat less than four miles wide. If a school were placed in the center of each district, ninety per cent. of the children would live within two miles of it; and the smallest children can easily walk this distance in fifty minutes. No child would live farther than an hour from the school. Most farmers have a horse and some kind of carriage, which might be used when the distance was great and the weather very

bad. But the number of bad days while the schools are in session is very small. Most boys like a tramp of a few miles through the snow, if a rabbit is at the other end. A school should be as attractive as a rabbit.

All the children of the High Point district should be allowed to attend the graded schools of that town, proper arrangements being made about the school tax. This would reduce the number of white schools in the county from ninety-four to thirty-five.

The average number of children belonging to each of the ninety-four districts is now about 80; the number to each of the thirty-five would be about 210. The average amount of money apportioned to each of the ninety-four schools is about $170; for each of the thirty-five it would be about $460. Some would have not more than $350, others as much as $600. The average attendance at each of the ninety-four is about 40; the average at each of the thirty-five would be about 104, without any increase in the per cent. of attendance. But almost immediately there would be an increase sufficient to make the average 130. Some would have an average of 90, others 200. The smaller schools would need two teachers; the larger schools three. With the increased attendance the number of teachers needed would be fifteen per cent. less than the number now employed. The money thus saved might be used to increase either the monthly salary of the teachers or the length of the term. The best teachers would as soon have the last as the first.

But the great advantage of this plan is in the better opportunity for grading and teaching. When one teacher has forty or fifty children of all degrees of advancement the number of classes and daily recitations must be very large; the time for each recitation so short that no real teaching can be done, the teacher becoming only a kind of automatic lesson hearer. Two teachers with twice the number of children, and more, can so divide the work that only half as many classes and lessons will fall to each, thus giving twice as much time for each recitation. This will permit some real teaching, and is of the greatest importance. It must also be remembered that specialization increases the teaching power. The advantage will be greater when the school is large enough to employ three teachers. Not only will the teaching be better, but the separation of the smaller children from the larger in the school-room and the presence of two teachers on the grounds will greatly improve the discipline, and not the least among the advantages of this arrangement would lie in the fact that, with only thirty-five white schools and an equal number of colored schools, the county superintendent could visit each school once or twice in the year. With twice the number of schools for both races this cannot be done.

The adoption of this plan in Guilford county would necessitate discarding many of the houses now used, and building new ones. But here, as in most counties, the old houses are of little value, uncomfortable and unfit for school use. Often they are discarded church houses no longer fit for the parents to worship in once or twice a month, or for the children to assemble in for Sunday-school an hour each Sunday. Sometimes they are old dwelling houses of one or two rooms, slightly remodeled. Little improvement has been made in the quality of the school houses in North Carolina in ten years, the average reported value of the houses being less in 1888 than in 1898. But it would not be difficult to get thirty-five good school houses built and furnished in Guilford county without touching a dollar of the school fund. One church has just been completed in the county costing more than would need to be spent on all the school houses. It is only necessary for teachers and school officers to show the zeal and diligence shown by the preachers and church officers. Every district in the county might invest from $1,000 to $1,500 in a school house this fall and be none the poorer next spring.

What is true of Guilford county is true in a greater or less degree of all the counties of the state, especially in those of the middle portion, where there are neither mountains nor swamps, and where the population is dispersed equally in all parts of the counties. If the school officers and the people shall be wise enough to adopt some such plan as that outlined, the returns from the school funds now available will be doubled.

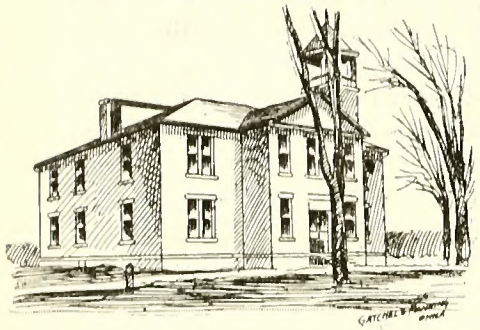
It must seem strange to some people that Thomas Jefferson, the most democratic man of his time, and ardently interested in the education of the great mass of the people, was also the most zealous friend of the university, to be supported from the public treasury of the state, counting it the greatest work of his life to have succeeded in getting it established and his state committed to the policy of its liberal support.

The Joseph K. Brick Agricultural, Industrial and Normal College, Enfield, N. C.

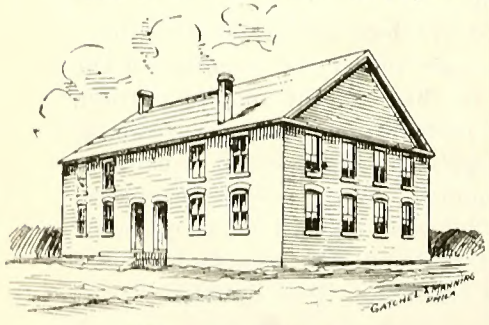
PRINCIPAL T. S. INBORDEN.

[One of the most interesting schools for Negro Youth in North Carolina.—Ed.]

This school was established four years ago by the American Missionary Society, and belongs to a system of more than one hundred similar schools. This society supports and encourages educational work among the negroes of the south, the poorer white people of Virginia, Kentucky, North Carolina and Tennessee, and the Chinese and Indians of the west Through the generosity of Mrs. Julia E. Brick, of Brooklyn, a beautiful farm of 1129 acres on the Roanoke, in one of the best tobacco and cotton sections of the state, came into the possession of this society, which decided no better use could be made of it than to equip itf or the industrial and normal training of poor boys and girls. The success of the school under the willing co-operation of both races attest the wisdom of the decision.



RECITATION HALL.



MANUAL TRAINING SHOP

The school has about 500 acres of land under cultivation. Such articles are raised as can be utilized by the school—corn, hay, oats, fruits, hogs, horses cows, poultry. There is a large garden with all sorts of vegetables. Very little labor is hired. Students do all the work and receive a remuneration which is placed to their credit account and pays their board after they enter the day school.

In the shops the boys are taught to work in wood and iron, and to make things of general utility. They work from their own drawings and make their own models. On the farm and in the shop the work is experimental and scientific. In the laundry and kitchen the girls do all the work and receive remuneration. This work is also instructive. The girls are taught to care for their own rooms and to do general house work. In the sewing department, which is an important feature of the school, the girls learn to cut, fit, make and mend their own clothes, and to do fancy work.

The course of study in the school-room covers twelve years, and is divided into primary, intermediate, grammar and normal grades. Daily instruction is given in vocal music. The Bible is in daily use, and its teachings are made the guide and controling spirit in the work of the school. In the work of all departments, *quality* is emphasized rather than *quantity*; and students soon learn the dignity of all honest labor.

The aim is to develop and train each individual to do well that which he is by nature best fitted to do, believing the highest efficiency of the race can be attained only through the combination of industrial work with the education of the head and the heart.

Draw Your Own Line and Saw to it.

PRINCIPAL T. S. INBORDEN, JOSEPH K BRICK INDUSTRIAL AND NORMAL SCHOOL, ENFIELD, N. C.

We gladly reprint here a portion of an article by T. S. Inborden, Principal of the Joseph K. Brick School described above. The article is well worth careful study, and should be an inspiration to the Negro Youth.

Two years ago, one of the secretaries of the American Missionary Association visited our school; while here he asked our builder who did the carpenter work. He was told that most of the men were colored. He looked at the work closely and said, as if surprised, "Well, if colored people can pick up a trade themselves and do such work as this, what is the use of our spending thousands of dollars to build industrial schools to teach them?" The builder, pointing to several men said, "You see those men are working to lines I have drawn. Most of them can do good work when some one else makes the plan or draws the line for them.

I wish in this short article, to show the young people that an education which will help to solve the difficult problems of daily life, is of the first importance

If the development of character is not the primary object of all education, then there is no primary object in education

By character-forming I mean the art of learning how to live compatibly with other people and our surroundings; how to direct our words, our actions and our thoughts. Without this, an education has lost its finest charms.

If a student leave school angular in his make-up, bigoted, selfish, cynical, with only one idea, the world has no room for him. Whatever is done should be well done. This applies to labor of any kind. It also assumes that the doer has knowledge,—and here comes the work of education.

I take little stock in the fad that to know how to handle the hoe and the plow is all that is necessary. We need to know how to do well everything that will add happiness and material prosperity to the race, and that will give the community in which we live a moral uplift.

By striving for the best possible education we get a high average for all. In a community in which there is a high average of intelligence, there is also peace, happiness, prosperity, and a spirit that makes life safe and tolerable. In such a community, money and business will usually be brisk.

It pays to educate from this point of view.

The educated man gets more out of life than the uneducated. When he finishes his day's work he can go to his own fireside and see what is going on in every part of the civilized globe. He can appreciate, not only the work of his own hands, but also the work of the hands and brains of other people. He has no leisure time nor does he need any. He is a busy man. You will find him engaged in his daily occupation, earning an honest living or seeking to gain a little

more knowledge or general information, organizing a Sunday-school or reviving an old debating society, reading or encouraging some one in sorrow or sickness. If he takes a walk or indulges in an innocent game, he does it because he knows the functions of the body and brain cannot be maintained without exercise and rest. In other words he is able to control his own life and actions. It pays from this point of view to educate.

We are told that the worst diseases with which we have to contend in this country come from our neighboring West India Islands. We are also told that the people are wretchedly ignorant and dirty in their habits of life. It is a fact that needs no demonstration that if these people were more intelligent, they would regard the laws of sanitation more, and these islands would not be the hot-beds of disease they are.

Aside from the diseases that come to us from other countries as a result of bad living, we have in almost every town and in many country homes a great deal of sickness every year which may be traced directly to bad and unsanitary life. With intelligence go cleanliness and health; with ignorance go disease and dirt. From a sanitary point of view it pays to educate.

There are those who look at the subject of education simply as a means of getting more money. The average wages paid for unskilled labor in the South is about 35 cents per day; or $10.50 per month, or $126 per year. At this rate it would take ten years to earn $1260. But suppose you are educated and skilled in any of the following trades, let us see what you would earn: As a machinist you would earn about $12 per week, at least, or $624 per year; as a mason, you would earn at least $10 per week, or $520 per year; as a paper-hanger or painter, you would earn about $8 per week or $416 per year, and so on through all the trades. If you enter one of these professions you will scarcely average more unless you are above the average professional man. But suppose you earn no more—$520 is a great deal more than $126 for a year's work. Some of our boys argue that there is no place for them. That is all false; there is always a place in every trade and profession for the man who is ready and capable to fill it. If there isn't a place, make one for yourself. From this point it pays to educate.

To-day the eyes of the world are upon the Negro. It is his duty to make the most of himself in every occupation that has engaged the attention of man.

I know that poverty bars some of our brightest minds from the institutions of learning; that should not be. No man

RECORD for 1899:
Before Six State Examining Boards, 71
100%. Graduates applied — 71 licensed by these Boards.
University College of Medicine.
For 88-page Catalog, address
Dr. J. Allison Hodges, Proctor, Richmond, Va.

YOU NEED IT IN YOUR SCHOOL.

The Science and Art of Penmanship.

A new and complete text-book. Eleven chapters. Cloth, 256 pages, (5x7¼.) Ample suggestions, cautions, models, exercises, tables, outlines, topics, questions, and illustrations. Lessons may be assigned and recited from day to day the same as in geography, history, physiology, etc., no difference what system of writing is used. It is teachable; it tells how; it tells why; it is up to date; it is logical in arrangement; it is complete. **$1.00** brings it. A postal card brings the table of contents. All orders for tbis book must be addresssd to

G. W. HENDERSON & SON,
West Cairo, (Allen Co.) Ohio.

School Desks, Black Boards, Maps,

GLOBES, CHARTS, CRAYON, ERASERS, Etc.

We deal in everything used in the school-room except books. Send for catalogues and quotations on whatever you want.

CHARLES J. PARKER,
RALEIGH, N. C.

The North Carolina Journal of Education
HAS FOR SALE,

at a small reduction, the following articles, all new and unused:

1 Densmore Typewriter, ball bearing.
1 Munson Typewriter, No 2. Steel typewheel. Interchangeable, universal keyboard.
1 "New Century" Caligraph Typewriter.
1 Blickensderfer Typewriter.
1 Set Columbian Encyclopedia, latest edition. This is offered at a price which makes it a great bargain.

Teachers and schools wanting any of these articles may save money by writing us.

Address, North Carolina Journal of Education,
Greensboro, N. C.

ever does anything who is always complaining and whining "can't." "He who intensely wills to do a thing will do it. The winds blow the oaks only to strengthen their fibre and roots to endure harder winds."

The difficulties encountered by poor boys and girls in getting an education will make them better and more useful to the world. Most of our great men were once poor boys. Have you ever thought of that?

No race on the face of the earth ever had a better educational advantage than the Negro. All the states of the South and all the missionary societies of the country are supporting institutions for the Negro. The laws to disfranchise and to introduce separate cars for him, and all other such laws should drive him with lightning speed to the educational institutions.

An education acquired in the spirit and manner I have indicated above will solve most of our troubles, and only until we have acquired such an education, shall we able to "draw our own lines and saw to them."

A Review of Baskerville's School Chemistry.*

PRINCIPAL ROBERT F. COKER, GOLDSBORO GRADED SCHOOLS.

The appreciation of the value of scientific studies in our public schools is steadily growing and we are gradually overcoming the obstacles retarding the introduction of such studies. The three main obstacles are—the lack of knowledge of such subjects on the part of the teacher, the lack of time in the school course for them, and the cost of equipment necessary for the laboratory feature. The first of these difficulties is gradually being removed by the expansion of college courses and by summer work or private study by teachers. The second will solve itself in such schools as can lengthen their courses or *will* make room for these nature studies. Where it is tried it is found that much can be done at no expense to the other studies, but with real benefit to them. The third obstacle, being based on limited financial resources, must be overcome by the arrangement of a course that will do a maximum of practical work with a minimum expenditure for apparatus. I mention these difficulties with reference to the book which is the subject of this review.

"School Chemistry," by Dr. Baskerville of the University of North Carolina, gives a course of forty lessons in chemistry, one hour to be allowed for each lesson. The course is adapted to high school classes, and to the higher grades of the public schools. The subject matter is simple enough and clearly enough stated to be readily grasped by the intelligent boy or girl of fifteen. In orderly sequence common chemical elements and compounds are taken up, and their occurrence, properties, uses, and the processes by which they are brought into condition for use are discussed. Principles are evolved, and the great laws of chemistry are developed in their proper places. Considerable attention is given to the industrials relations of chemical substances; and, although this is properly given a secondary place, it adds much to the interest and value of the book.

But the feature of the book which commends itself most strongly to the teacher is the prominence given to the laboratory work. Statements made in the text are to be verified and enforced by experiments with the substances themselves. A number of experiments are given at the close of each lesson. The experiments require the use of but a small amount of apparatus, a large part of which can be constructed by the pupil. The cost of laboratory equipment is thus reduced to a small figure.

The sequence of topics is good: from lesson to lesson continuity of thought is maintained, with consequent economy of energy in acquiring and remembering. Thus the order of topics in the first few lessons is water, hydrogen, oxygen, the atmosphere (and nitrogen briefly,) oxidation, nitrogen more fully, etc.

* "School Chemistry," by Charles Baskerville, 1899, $——. B. F. Johnson Publisbing Co , Richmond, Va.

$1.25 to Teachers.

NORTH CAROLINA

Journal of Education

AND

The Weekly Times,

(Twice-a-Week Edition.)

RICHMOND, - - - VA.

The busy man's paper, serving all the news, carefully culled from all sources, completely but briefly covering the whole field of news.

A superb family paper, of interest to every member of the family, 104 editions per year. The best dollar semi-weekly in America.

Send for sample copy.

Subscribers to THE WEEKLY TIMES are entitled to any of the valuable Bibles, Encyclopedias and other books, watches, etc., offered in THE TIMES' PREMIUM LISTS at these extraordinary low prices.

These are a few of our inducements to new subscribers when sending in cash for the paper:

5 Testaments, flexible cloth	$ .05
Complete Bible, cloth, red edges	.05
Oxford Teacher's Bible, Mor'co div cr	.70
Family Bible, leather 11x12, complete	1.25
Same, Morocco and gold	2.25
Standard Encyclopedia, per set	2.00
Our Christianity, 700 pages, 350 illus.	1.25
White Angel of the World, Temperance, Sam Small and Frances Willard	1.25
Young People's Speaker, 375 pages	.75
Life of Napoleon, Tarbell's, 225 pages	.65
Social Etiquette, 50 p'g's, up-to-date	.75
Yankee Watch, good, cheap timepiece	.85
Little Joker Dynamo, Scientific	.60

Dewey, Gent's Size. **WATCHES** Hobson, Ladies' Size.

The cases are made from steel taken from the wreck of the battleship Maine.

Price to subscribers of The Weekly Times $7.00

Graphophones free for new subscribers.

Address either this paper, or

THE TIMES' PREMIUM DEP'T,
Richmond, Va.

ELIZABETH COLLEGE, CHARLOTTE, N. C.

"THE VASSAR OF THE SOUTH."

One of the few schools for women in the United States which employs ONLY specialists, its teachers representing universities of international reputation in the United States and four foreign countries.

Its graduate certificate in Music admits to Berlin and Leeds; and in Art to Vienna. Degree and Elective Courses. Students attend their own Church.

A handsome brick, fire-proof building, with every modern comfort and elegantly furnished. A special care for the individual student.

In Western North Carolina, famous for its fine climate. In the suburbs of a cultured and charming city. Rates from $238 to $400.

REV. C. B. KING, President.

To sum up, the book is admirably adapted to the needs of our schools. It requires in the teacher a comparatively slight knowledge of chemistry. It does much with a small amount of apparatus. the course contained in it calls for only one hour, or two or three half-hour periods a week for one year. Clearly, concisely, and experimentally, it gives the pupil an acquaintance with many chemical substances, and an insight into the important chemical principles. It is to be hoped that the book will find a place in a great number of our schools. Chemisty has its own place as a nature study. But, secondarily, it has another value. The hope of the South lies in the development of manufacturing industry, and in diversity of manufactures. The introduction of chemistry into the public schools will do much to interest the minds of the coming generation in the various chemical processes which are the foundations of nearly all the manufacturing industries, and will thus do much for the material progress of the South

Book Notices.

Central Art Association of America, Chicago, Ill.

We have just received "Art Study Pictures," Vol. 1, No. 1. This is the first issue of a semi-monthly publication consisting of ten reproductions from famous art works for the use of clubs and schools; published at 935 Fine Arts Building, 203-207 Michigan Ave., Chicago. Price 10 cents a number, $2 40 a year.

The pictures average 5x7 inches, and are printed from good half-tone plates on paper 7½x9½ inches Each issue of ten pictures is put up in folio form. The subjects will be selected from the "leading art productions of the world." The present issue contains ten of Rosa Bonheur's best works, and the folio cover contains a brief sketck of the life and works of Bonheur.

These are, by all odds, the best penny pictures we have yet seen, and we hope all our schools will take advantage of this opportunity to supply themselves with good copies of the best works of art at a small cost. $2.40 will buy 240 different pictures, or they can be had in sets of ten, assorted or duplicates, at one cent each.

WHERE TO BUY BOOKS.

ALFRED WILLIAMS & CO.,

RALEIGH, N. C.

We furnish books at publishers' prices.
We have the largest stock in the state to fill your orders from.
We give the promptest service. Oue day from any railroad station.

THE OLD NORTH STATE (music) is again in print and we cau fill all orders promptly; 35 cents postpaid. North Carolina Spellers, 25 cents postpaid. North Carolina Speakers, 25 cents postpaid.

ST. MARY'S SCHOOL,

RALEIGH, N. C.

ESTABLISHED 1842. Board, Tuition Academic Course (including Ancient and Modern Languages) $200 per annum.
Business School, $35.
Best instruction in Music and Art.
REV. T. D. BRATTON, B. D., Rector.

Educational Evolution.

Are you Interested in the Proper Intellectual, Moral, and Physical Training of the Rising Generation?

Johnson's Readers are based on tbe right principles. A carefully graded series prepared with the co-operation and aid of tbe ablest and best teachers in the country. Beautifully illustrated and substantially bound, meeting in every respect tbe requirements of a first-class series of readers.

Lee's Series of Histories make tbe study of history one of the most attractive and popular in the school-room, the nly histories that fully and fairly present tbe facts in connection with the bistory of the whole country, by Mrs. Susau Pendleton Lee, of Lexington, Va.

Smithdae'ls Slant-Writing Books are prepared by a man who has given the best energies of his life to the teaching of writing. These books from every standpoint fully meet the requirements of the hour: high in quality—low in price.

The Thomas Written Spelling Blanks possess the bigbest elements of success, and greatly aid in enabling pupils to learn to spell correctly. Tbey are a very important adjunct to every school-room.

Southern Literature, Little Lessons in Plant Life, Manual of Bible Morality, Johnson's Physical Culture, Williamson's Lives of Lee, Jackson, and Washington, and otber text-books along this line, form an admirable combination, the whole combining a remarkable series of books that have proved eminently satisfactory.

Hart's Grammars combine in two books carefully and logically arranged plans for the thorough mastery of tbe English language. These books are wonderful in strong, teachabla points and striking features that rivet the attention of the pupil.

Carr's Arithmetics are tbe most carefully graded series published. Tbey possess the happy combination of features that will insure their general use as tbe standard arithmetics of the rising generation.

PARENTS especially eujoy and appreciate the advantages of their childreu studying these books. They are so arranged as to prove interesting to the parents, thus briuging them in close and sympathetic touch with the work done in the school-room.

Many other uew and valuable text-books iu course of preparation. A postal card will give you a wealth of iuformatiou on the text-book question. Never mind about sending stamp for reply. Address

B. F. JOHNSON PUBLISHING CO.,

901=903=905 East Main St., Richmond, Va.

CAROLINA TEACHER'S AGENCY, GREENWOOD, S. C. Teachers, thoroughly qualified, wishing better positions sbould write us at once. We are now making up our Fall Roll. Membership limited in number and in quality—tbe best. Established Reputation, Sixth Year, Business Methods, Reasonable Charges. Covers Entire South. Did large work in N. C. in 1898. For particulars write at once to

T. J. CREEKMORE, Clinton, N. C., Representative for N. C. or F. M. SHERIDAN, Manager, Greenwood, S. C.

TEACHERS WANTED. College Professors, Superintendents, Principals, Assistants, Department Teachers, Grade Teachers, Kindergartners, Specialists, Tutors and Governesses. Apply at once. We operate in every State. Address, INTERSTATE TEACHERS AGENCIES. Central office: 126 Washington St., Chicago. Eastern office: OddFellows' Temple, Phila.

In dealing with advertisers please mention the North Carolina Journal of Education.

University Publishing Company, New York.

Among the later numbers of the excellent Standard Literature Series, published by the University Publishing Co., New York, are Jules Verne's "Round the World in Eighty Days," with introduction, notes and a map; Johann Rudolph Wyss', "Swiss Family Robiuson," with introduction; Charles Kingley's "Westward Ho!" with introductiou, notes and a map; "Childhood of David Copperfield," with introdnction and notes; Henry W. Longfellow's "Song of Hiawatha," with introdnction aud notes; Sir Walter Scott's "The Lay of the Last Ministrel," with introdnction, notes and suggestions for stndy (The last four named are edited by Edward Everett Hale, Jr. Ph. D.); Sir Edward Bulwer-Lytton's "The Last Days of Pompeii," with introdnction and explanatory notes, and "Fairy Tales for the Second School Year," edited with au "iutrodnction for Teachers" by Edward R. Shaw, Ph. D., Dean of the school of Pedagogy of New York University.

This series which now contains more than forty nnmbers, is one of the best, handsomest aud cheapest on the market. The volumes are condensed from the original master-pieces with great skill and rare good judgment by men and women of scholarship and experience in the needs of children. They are well printed on good paper and are strongly bonnd in cardboard. There is no canse for teachers to complain that good literature cannot be had in the schools wheu books of this character and containing from 150 to 200 pages can be bought for 12½ cents. For $5.00, or less, the entire series of more than forty volumes can be had; and this shonld place them within easy reach of every school iu city, town, village or country district; for auy teacher should be able to raise this amount among the parents and other citizeus of the poorest district.

B. F. Johnson Publishing Co., Richmond, Va.

UNCLE ISAAC; OR, OLD DAYS IN THE SOUTH. William Dudley Powers. Cloth, 245 pages Illustrated.

This is a most delightful collection of dialect poems of "Old Virginny" in the days "when white fokes warn't no sarbents, an' de niggers waru't set free" Wheu and where Uncle Isaac Lived Uncle Isaac's Christmas Recollections; Wheu Marse Ran' Got Kilt; De Sundays an' de 'Ligion Dat is Gone; Uncle Isaac's Experience With New Things; Marse Ran' Hoss; Uncle Isaac's Lament; The Passing of Rebecca; Uncle Isaac's Song; The Passing of Uncle Isaac; The Old Song; Mammy,—from beginning to end these "pastorals of the South" are full of interest, fun and pathos, which brings smiles and tears at the same time. With truth may Uncle Isaac say,

The FRANCIS HILLIARD SCHOOL,

OXFORD, N. C.

A SCHOOL OF HIGHEST GRADE FOR GIRLS,

where careful Physical, Social, Moral, and Religious training is combined with the best educational advantages. English studies, Ancient and Modern Languages, Vocal and Instrumental Music, Stenography, Typewriting and Business Course. Airy, pleasant bedrooms (two or three in a room.) Wholesome and nutritious diet. Special attention paid to the care and instruction of little girls. For catalogue, address

REV. F. W. HILLIARD, Chaplain,
or MISS MARGARET B. HILLIARD,
Lady Principal.

THE BEST BOOKS FOR THIS YEAR

MODEL SERIES FOR COMMON SCHOOLS.

Baldwin's School Readers.
Eight Books for Graded Schools.
Five Books for Ungraded Schools.

Natural Geographies.
Elementary, 60 cents. Advanced, $1.25.

Milne's Arithmetics.
Elements, 30 cents. Standard, 65 cents.

McMaster's History of the United States. $1.00.

Rice's Rational Spelling Book.
Part I, 15 cents. Part II, 20 cents.

Lyte's Language Series.
Elementary English, 35 cents. Elements of Grammar and Composition, 50 cents. Advanced Grammar and Composition, 75 cents.

Overton's Applied Physiology.
Primary, 30 cents. Intermediate, 50 cents. Advanced, 80 cents.

Barne's National Vertical Penmanship.
Eight Books. Per dozen, 75 cents. Charts.

Natural Course in Music.
Full Course—Seven Books and Charts. Short Course—Two Books.

Patterson's American Word Book. 15 cents.

JUST PUBLISHED.

ROARK'S METHOD IN EDUCATION, $1.00

Designed for Normal Schools, Teachers' Reading Circles, and for private reading by every teacher who seeks a key to the solution of the problems that present themselves in the schoolroom.

Milne's Plane and Solid Geometry, $1.25.

Milne's Plane Geometry (separate), 75 cents.

Milne's Grammar School Algebra, 50 cents.

Guerber's Story of the Great Republic, 65 cents.

Holder's Stories of Animal Life, 60 cents.

Scott's Kenilworth (abridged), 50 cents.

Baird's Graded Work in Arithmetic (fifth book), 65c.

Lyte's Advanced Grammar and Composition, 75c.

Irish's Qualitative Analysis, 50 cents.

Todd's New Astronomy, $1.30.

Kirtland's Correspondence of Cicero, 50 cents.

Heyse's L'Arrabbiata, 30 cents.

For descriptive circulars and full information of these books, address

AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA PORTLAND, ORE.

"Mos' all my gineration's gone beyant de lofty skies;"

For "the good old time," "Hit's gone, my Mistis, gone;" but we of a later generation like to look back to the time in which our fathers lived, now so far removed—so far that it is difficult to conceive that it ever was; and as we read Uncle Isaac, "Again 'tis moonlight in a year long gone away." The press work is well done. It is a good book for the home and school library.

HAMPTON AND HIS CAVALRY IN '64. Edward L. Wells, Charleston, S. C. Cloth, 429 pages. 22 full-page illustrations.

After brief sketches of the ancestry and early life of Wade Hampton and of the work of the cavalry in the early years of the war, the story of Hampton's cavalry during this last year is told with fulness of detail and in a most delightful manner. From the surprise of Kilpatrick's force and Dahlgren's raid to the close of the campaign, every daring raid or other important action of this cavalry division is told in a systematic and pictnresque way, which not only will please the general read, but must make the book a source of authority on this important detail of the great strife. The book is free from bitteruess and partisan unfairness.

LITTLE LESSONS IN PLANT LIFE FOR LITTLE CHILDREN. H. H. Richardson. Cloth, 114 pages. Price 40 cents.

Appareutly a valuable book for the use of teachers and children of the lower grades. The method of teaching demanded is that of experiment and observation. Numerous qnestions and suggestions are given to aid in this. Many selections in prose and verse are given, to stimnlate interest in the plant life; and an attempt is made to combine language lessons with the lessons on plants.

A PRIMARY ARITHMETIC, ORAL AND WRITTEN, ON THE ECLECTIC METHOD. Boards, 245 pages.

ADVANCED ARITHMETIC, ORAL AND WRITTEN, ON THE ECLECTIC METHOD. Cloth, 373 pages. Both books by E. Mc. N. Carr, Rose Hill, N. C.

The two present a full treatment of the elementary principles and of the more common practical applications of Arithmetic. The treatment is simple and the prbblems seem to be well selected and not too complex. The method is inductive. One wishes these new books did not perpetuate the common fault of including much that is of little value, practically or educationally. Of conrse the wise teacher will omit the nnnecessary matter, but those less wise will continue to drag the children through it all,

Agents Wanted for our celebrated school supply specialties and school books including several works **just from the press.** Our "**First Book for Little Folks**" presents in the simplest form the first steps of pupils entering school for the first time. Our **Lakeside Literature Series** consists of *classics* which will cultivate the ear for the music of verse and will stimulate the imagination. **Pollard's Manual** is a teacher's handbook containing the most practical phonic instructiou obtainable. **Pollard's Advanced Speller** is the *only* speller which clearly developes the *principles* of syllabication, pronunciation and accent. **The Words of Abraham Lincoln** contains a connected piece of history covering the most important epoch in the history of human freedom.

WESTERN PUBLISHING HOUSE,
CHICAGO.

MASONIC INSTITUTE, Marshall, Tex.
Was chartered in 1845. Healthful and beautiful location. Courses: Primary, Intermediate, Academic, Collegiate, and Commercial. Specialties: Music and Art. The teachers are graduates of colleges and universities, are alive to educational needs, and skilled in best methods of instruction.

The Institute also offers several courses by correspondence: Pedagogy, Literature, Mathematics, Languages, History, Bookkeeping, and Special Normal Review Courses: For Certificates of the Third Grade, Second Grade, Third Grade, and a State Rermanent Certificate. Degrees are not granted for work done wholly by correspondence, but certificates will be given for courses completed by examination, and thus the time for required attendance my be shortened. Work may be commenced at auy time. For catalogue, address
W. D. ALLEN, A. M., Ph. D., Pres.

TEXAS WANTS MORE GOOD TEACHERS.
If you wish a position in any Southern state, write TEXAS SCHOOL AGENCY,
Marshall, Texas.

THE SCHOOL REVIEW.
W. D. Allen, Ed. and Pub., Marshall, Texas.
Is one of the best Educational Magazines published in this country. It contains the educational thought of our leading teachers. Due atention is given to modern methods of teaching, current topics, literature, and art. Annual subscription, $1.00.

THE A. & M. COLLEGE.
through its Departments of English, Agriculture, Mechanics, and Domestic Science, offers thoroughly practicpl courses of study to the colored youth of the State. The faculty is composed of representatives of the leading institutions of this country. Its facilities are second to none offered to the colored people of the State. Terms moderate. Through its Correspondence Department the College offers valuable aid to those who cannot attend school. For information or catalogues, address
PRESIDENT DUDLEY,
A. & M. College, GREENSBORO, N. C.

The Story of the Alamo.
A Book that Every American Youth Should Read.
Contains a full account of the Fall of the Alamo, by a popular Southern writer. Printed on good paper and illustrated by numerous photographs. This is the place where Bowie and Fannin fell, where 175 brave Texans and Americans were attacked and put to death by 10,000 Mexicans, but only after two weeks' hard fighting, and then at a loss of about 2,000 Mexican soldiers—a defense scarcely paralleled in history. The fall of the Alamo will always be remembered by loyal Americans. This book inculcates patriotism and a love for heroic characters An ideal present for a boy. Also splendid for supplementary reading in school. Price, 25 cents. By the dozen only 16 cents each. Two cent stamps will do. Address, ISAAC H. MOTES, Dallas, Texas.

1793 Bingham School 1900 ASHEVILLE, N. C.
Established in 1793, Col. R. BINGHAM, A. M., LL D., Supt. Military; U. S. Army Officer has been detailed.

BOOKS BY FRANK V. IRISH

AMERICAN AND BRITISH AUTHORS. Just the Text-book for Schools and Colleges and for use in the Home, in Literary Clubs, Young People's Societies, etc. Truly an American work on Literature, giving our own great authors the first place, without disparaging or slighting British authors. It contains portraits of leading American authors and pictures of their homes; discussions of the writings of both American and British authors; biographies, references, criticisms, and choice selections. Also a study of the Bible as a literary work. "American and British Authors" is immensely popular, and has been adopted for use in the High Schools of Cleveland and Columbus, Ohio, and in many smaller cities in Ohio and other states, also in a large number of leading Colleges and Normal Schools, and in many reading circles. Full cloth, 344 pages. Price, prepaid, $1.35. Introduction, $13.20. a dozen, prepaid.

GRAMMAR AND ANALYSIS BY DIAGRAMS. Containing 600 sentences diagrammed by the "Improved Straight-line System," with many notes and explanations. Price, $1.25.

ORTHOGRAPHY AND ORTHOEPY has been adopted in hundreds of schools, both city and country. Cloth, 128 pages. Price, prepaid, 50 cents. Introduction, $4.80 a dozen, prepaid.

TREASURED THOUGHTS. A literary Gem-Book. Cloth, 160 pages. Price, prepaid, 50 cts. Light-blue cloth with gold stamp, price 75 cts.

All Four Books—Prepaid $3

THREE BOOKS—"American and British Authors," or "Grammar and Analysis by Diagrams," and "Orthography and Orthoepy" and "Treasured Thoughts," prepaid, $2.00.

TWO BOOKS—"American and British Authors," or Grammar and Analysis by Diagrams," and "Orthography and Orthoepy" or "Treasured Thoughts," prepaid, $1.60.

Address all orders to the author,
FRANK V. IRISH, Columbus, Ohio.

with a consequent loss of much valuable time. It wonld be so much better for the author of the book to determine what is essential and what not. When the esseutial principles are learned, the fntnre bnsiuess man will have little difficulty in applying them in his special line of bnsiness. In onr Southern schools, especially, do we need some thiu Arithmetic texts; for onr time is all too short, at best, for the full round of modern education. Complex Fractions, Componnd Denominate Nnmbers, Alligatiou, Foreigu Exchange, etc., shonld have no place in a text-book an elementary arithmetic. We are glad to be able to say these books sin less in this direction than most.

PRACTICAL SIGHT-WORD READING CHART AND PHONIC EXERCISE. Fannie D. Carnefix.

This is a haudsomely printed set of something more than a hnndred charts, firmly bound on a heavy roller. It coutains ninety words for sight reading. The sentences and phrases coutaining these words are profusely illustrated, many of the pictnres being in colors. For teachers usiug this method of teaching reading this chart will be very helpful, aud the brilliant coloring will make it pleasing to the children. Two pages are given to phonic drill. Five hundred copies of it have receutly been ordered for the schools of San Juau de Pnerto Rico.

The Baker and Tayor Company, New York.

FROM THE CHILD'S STANDPOINT Florence Hnll Winterburn. Cloth, 278 pages. Price, $1.25.

This is a collection of studies of childnature and child life, written with a sympathetic insight into the heart of childhood. The chapters relate to the aims and tastes of the child; its religious instincts and ideas, social relations, manners, and peculiarities of disposition and temperament. The book is intended for teachers and parents alike, and its reading should quicken and streugthen one's sympathy with these ittle ones. and inspire a desire to know more abont them.

Longmans, Green and Company, New York, London and Bombay.

PSYCHOLOGY IN THE SCHOOL ROOM. T F. G. Dexter, Head Master of the Finsbury Pupil Teachers' School; and A H. Garlick, Head Master of the Woolwich Pupil Teachers' School. Cloth, 414 pages.

This is a psychology for teachers, and it abounds with illnstrations and practical applications of the priuciples of psychology to the work of the schoolroom. Indeed, this *application* is the distinguishing feature of the book. Another valuable feature of the book is in the inductive method of reaching the principles, which makes the book itself

PUPIL

GOVERNMENT

Is a subject which is interesting many educational people. Principal John T. Ray has prepared a description of the plan in use in his building in Chicago, giving also rules and plans for its introduction into schools, which has been put in the form of a booklet, entitled

Democratic Government in the Schools.

We will send single copies for ten cents.

Ask for a descriptive catalogue of our **Teachers' Books** We have just issued a new revised and greatly enlarged edition of McMurray's SPECIAL METHOD IN SCIENCE in the first four grades.

We publish a short list of the very best **SUPPLEMENTARY READING** for developing the work in reading, literature, and history in the grades—Story of Lincoln the latest.

Sample copy of **School and Home Education** Geo, P. Brown, Editor, will be sent free. This educational journal for teachers and parents is unique. Subscription price, $1 a year. Write for our special offer to new subscribers.

Public-School Publishing Co.,

BLOOMINGTON, ILLINOIS.

THE

Blickensderfer Typewriter

Received the only GOLD MEDAL

awarded any writing machine at the

TRANS-MISSISSIPPI and INTERNATIONAL EXPOSITION,

OMAHA, Nebraska, 1898.

The fact that this machine has taken highest awards at every National and International Exposition, including our own "Worlds Fair" since it was introduced is evidence that it is superior in every respect to any machine made.

A Years Guarantee with each Machine.

K. M. TURNER,

General Southern Agent,

18 Wall Street, ATLANTA, GA.

THE NORTH CAROLINA COLLEGE

OF

AGRICULTURE AND MECHANIC ARTS

Offers a thorongh practical edncation in all branches of Agriculture, in Cotton Mannfactnring, in Civil, Mechanical and Electrical Engineering, in Architecture and in the Industrial Sciences; Chemistry, Biology aud Physics.

Regular courses, special courses, short conrses.

Total annual expenses, including board, fnel, lights, etc . $118.50.

Oue hnndred and twenty scholarships carrying free tuition and lodging are open to needy boys.

Appointments made by any member of the Legislature.

ELEVENTH SESSION OPENS SEPTEMBER 6, 1899.

Candidates for admission may be examined in each county conrt-house at 10 a. m., AUGUST 19TH, 1899, by the Couuty Superintendent, or at the College in Raleigh, SEPTEMBER 5TH, 1899.

For catalogue, address

PRESIDENT GEO. T. WINSTON,

WEST RALEIGH, N. C.

Teachers We assist teachers in securing positions by supplying Colleges, Schools and Families with Professors, Teachers and Governesses free of charge. INTERSTATE TEACHERS AGENCY, 126 Washington St., Chicago, Ill.

In dealing with advertisers please mention the North Carolina Journal of Education.

a good illustration of the best method of teaching. It deserves a careful consideration by any one whose duty it is to recommend books on this subject for class-room use, or for teachers' private reading.

American Book Company, New York.

KENILWORTH. By Sir Walter Scott. Abridged and edited by Mary H. Norris, assistant Professor of English Litterature, Northwestern University. Cloth, 335 pages. Price 50 cents.

This is another welcome addition to the series of great masterpieces put within the reach of pupils in the higher grammar grades and lower grades of the high school.

ADVANCED GRAMMAR AND COMPOSITION. E. Oram Lyte, Principal First Pennsylvania Normal School, Millersville, Pa. Cloth, 368 pages.

This is the third book of a series the first two of which have already been noticed in these columns. It is intended to meet the requirements of high schools, normal schools, and academies. It treats language as the expression of thought, and not merely as groups of words. Sentence and paragraph writing is to be studied side by side with parts of speech and sentence analysis.

STORIES OF ANIMAL LIFE. Charles Frederick Holder, LL. D, author of "Elements of Zoology." Cloth, 261 pages. Illustrated.

This series of interestiug stories of animal life is intended to be used as a reading book for the purpose of creating interest in the life and habits of animals.

C. F. THOMAS,
Job Printer,
GREENSBORO, N. C.

School and Commercial Work a Specialty.
School Catalogues in best style.
Prices as low as consistent with good work.

Greensboro Nurseries,

GREENSBORO, N. C.

FOR ALL KINDS OF

FRUIT, SHADE and ORNAMENTAL TREES,

Vines and Plants.

JOHN A. YOUNG, Proprietor.

SCOTIA SEMINARY,

CONCORD, N. C.

D. J. SATTERFIELD D. D., Pres.,
MRS. N. M. SATTERFIELD, Prin.

A HIGH SCHOOL FOR COLORED GIRLS.

Founded by Rev. Luke Dorland, D. D., January, 1867. Chartered 1870. Holds real estate valued at $65,000 under a charter from the state which secures final title to the Board of Freedmen.

Grammar School, Normal and Scientific Course, thorough preparation for teaching. Attention given to physical exercise. The theory and practice of housekeeping carefully taught, special training in scientific cooking and dressmaking. The Bible the chief text book—the culture of the heart before everything else. A Missionary Training School to supply the demand of a field at our own doors.

No charge for tuition. For board, fuel, light and furnished room, $45.

Pomona Hill Nurseries,

POMONA, N. C.

Established 1866. Incorporated 1899

One of the oldest and largest South.

Specialties for fall 1899 and spring 1900.

300,000 Peach, 50,000 Pear,
200,000 Apple, 100,000 Grape,
100,000 Plum, 250,000 Miscellaneous Plants, etc., consisting of Evergreens, Shade Trees, Roses, Strawberry, Shrubery, etc. Give list of wants and write for prices Catalogue and pamphlet of 40 pages on "How to Plant and Cultivate an Orchard," sent free to all applicants.

Profitable Employment given to Teachers and Students during vacation as Salesmen. Many students from the different colleges represent us annually. Write for terms. Address

THE J. VAN LINDLEY NURSERY CO.,
Pomona, N. C.

Southern Railway

THE . . .
STANDARD RAILWAY OF
THE SOUTH

The Direct Line to All Points.

TEXAS,
CALIFORNIA,
FLORIDA,
CUBA AND
PORTO RICO.

STRICTLY FIRST-CLASS Equipment on all Through and Local Trains; Pullman Palace Sleeping Cars on all Night Trains; Fast and Safe Schedules.

Travel by the Southern and you are assured a Safe, Comfortable and Expeditious Journey. . . .

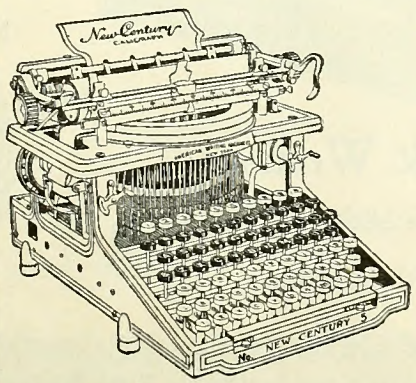
APPLY TO TICKET AGENTS FOR TIME TABLES, RATES AND GENERAL INFORMATION, OR ADDRESS

R. L. VERNN, T.P A., Charlotte, N. C.
F. P. DARBY, C P. & T.A., Asheville, N. C

No trouble to Answer Questions.

Frank S. Gannon, J. M. Culp, W. A. Turk,
3d V. P. & Gen. Man. Traf. Man. G. P. A.
WASHINGTON, D. C,

The "New Century" Caligraph



represents the highest point in typewriter quality and equipment.

Its touch is incomparably easy and elastic. Perfect alignment is permanently secured by correct mechanical conditions. Unsightly ups and downs in manifolding are entirely obviated and any number of manifold copies can be easily inserted. The action throughout is so nicely balanced that the noise of operation is reduced to the minimum. The ribbon movement is automatic.

Everett Waddey Co.
Dealers for Virginia and North Carolina,
1105 East Main Street,
RICHMOND, - - VIRGINIA.

The stories are derived mostly from the personal experience of the author. Most children will fiud them very iuteresting. They are suited for children of Third, Fourth or Fifth Reader grade. The illustrations are good.

GRAMMAR SCHOOL ALGEBRA, Cloth, 154 pages.
PLANE GEOMETRY. Cloth, 242 pages.

Both these hooks are hy William J. Milne, Ph. D., LL. D., President of New York State Normal Coliege, Alhany, N. Y. They are made on the same general plan as the inductive arithmetics and algebras previovsly published. The algehra is intended for grammar grades, and is so arranged as to stiuulate interest in the subject from the first.

METHOD IN EDUCATION; A TEXT-BOOK FOR TEACHERS. Ruric N. Roark, Ph. D., Deau of the Departmeut of Pedagogy, State College of Kentucky. Cloth, 348 pages.

This is an attempt to apply the principles of psychology to the teaching of the common school suhjects. The treatment is systematic. *A more thorough review of the book will be given later.*

PAUL HEYSE'S L'ARRABBIATA, edited for school use with material for Prose Composition. Max Lentz, Paterson Classical and Scientific School. Flexihle Cloth, 87 pages. A charming story and easy enough for heginners. Full vocabnlary.

Henry Holt & Co., New York.

TRAEUMEREIEN AN FRANZŒSISCHEN KAMINEN; MAERCHEN VON RICHARD VON VOLKMANN-LEANDER. Notes and vocahulary hy Idelle B. Watson, teacher of German and French in the Hartford High School. Thiu hoards, 151 pages.

A collection of eleven stories for easy reading. The beauty of the matter will hold the yonngest readers and encourage them to master the German. The notes appear to be full and helpful.

D. C. Heath & Co., Boston, Mass.

ORGANIC EDUCATION; A MANUAL FOR TEACHERS IN PRIMARY AND GRAMMAR GRADES. Harriet M. Scott, Principal of the Detroit Normal Training school, and Gertrude Buck, Ph. D., Instructor in English in Vassar College. Cloth, 344 pages.

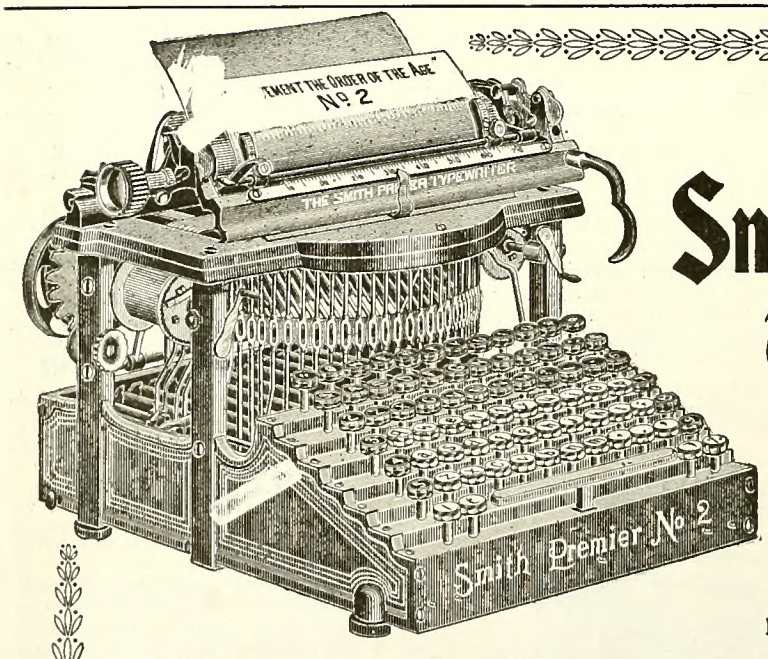
The purpose of the book is to "report a plan of work that has heen in operation experimentally for some years in one of the regular ward huildings of a large city," and to give "the underlying principles or philosophy of the plan." Part I contains the interpretation; Part II, the detailed statement of methods and materials. The book is No. 35 of Heath's Pedagogical Lihrary.

The Home Music Co., Logansport, Ind.

THE NEW IDEAL; a new Music Book graded and especially adapted to the needs of town, village and country schools. Wm. T. Giffe and Louis D. Eichhorn. Boards, 127 pages. Price, 30 cents; $3.00 per dozen.

The book is intended for country schools and ungraded town schools, where there is no special teacher of music and where a series of hooks would be impracticable. It claims to be *practicable*, *singable* and *teachable*. The exercises are simple and progressive, the songs well selected.

ONWARD AND UPWARD; a collection of Gospel Songs, for Sunday-schools, revivals, etc. E. T. Hilderbrand and James D. Vanghan. Boards, 112 pages. Price 25 cents; $2.75 per dozen.



The New No. 2

Smith Premier Typewriter

Superior to All Others
The Smith Premier
excels because of its
Many Practical Improvements

It Has a Perfect Type-Cleaning Device
Ball-Bearing Carriage
Interchangeable Platens
Uniform and Easy Touch
Margin Regulators
Simple, Single Scale

Johns, Gowan & Weathers,
GENERAL DEALERS
Raleigh, - North Carolina

Send for New Art Catalogue

ANNOUNCEMENT.

TWENTIETH CENTURY TEXT BOOKS.

THE closing years of the present century are witnessing the beginning of a remarkable awakening of interest in our American educational problems. There has been repeated and elaborate discussion in every part of our land on such topics as the co-ordination of studies, the balancing of the different contending elements in school programmes, the professional training of teachers, the proper age of pupils at the different stages of study, the elimination of pedantic and lifeless methods of teaching, the improvement of text-books, uniformity of college entrance requirements, and other questions of like character.

In order to meet the new demands of the country along the higher plane of educational work with a complete and correlated series of text-books fully embodying the latest advances in our education, the Twentieth Century Text-Books are now offered.

The general editorial supervision of the series has been placed in the hands of Dr. A. F. Nightingale, Superintendent of High Schools, Chicago, and Professor Charles H. Thurber, of the University of Chicago, men thoroughly conversant with every phase of secondary education.

The offer of a complete series of text-books for these higher grades of schools, issued under auspices so favorable, concentrating and co-ordinating such a force of able writers all working with one end in view, is an event worthy of the twentieth century, and a good omen for the educational welfare of the future.

Several of the volumes are now ready. Others will follow rapidly, the issue of which will be duly announced.

Send for complete prospectus giving full particulars.

D. APPLETON AND COMPANY, 72 Fifth Ave., New York.

THE

UNIVERSITY

OF

NORTH CAROLINA.

Offers Thorough Instruction in Three Regular Courses of Study, Six Brief Courses, Optional Courses to suit individual needs, and Professional Courses in Law, Medicine, and Pharmacy.

Tuition, $60 a year. Total Expenses, $200.

Students, 500; 30 teachers; 40,000 volumes, 7 scientific laboratories and museums, gymnasium, athletic grounds, bath rooms (free to all).

Scholarships and loans to the ueedy.

Tuitiou free to sons of all ministers, candidates for the ministry, public school teachers and persous under bodily infirmity. For Catalogue address.

PRESIDENT ALDERMAN,

Chapel Hill, N. C.

Davidson College,

DAVIDSON, N. C.

Sixty-third Year begins September 7th. Eleven Professors and Instructors. Three Courses for Degrees. Ample Cabinets and Laboratories. Location Healthful and Beautiful. Gymnasium Complete. Terms Reasonable. Send for catalogue.

J. B. SHEARER, President.



WHITSETT INSTITUTE.

Able Faculty. 200 students from 35 counties. Expenses $75 to $150 for ten months. 25 Scholarships. Literary, Teacher's Normal, Music, &c. 17th Year. Beautiful and healthful location. Scores of successful graduates. Boarding Halls, Dormitories &c., all on school grounds. Illustrated Catalogue free.

Address the President,

W. T. WHITSETT, Ph. D.,

Whitsett, Guilford Co., N. C.

Fall Term Opens August 16, 1899.

THE

Normal and Collegiate Institute

FOR YOUNG WOMEN,

ASHEVILLE, N. C.,

Under Care of the Northern Presbyterian Church

Opening Sept. 20th, 1899, Offers

1. A Normal Course for the thorough training of Teachers under instructors from the best Normal Schools.
2. A Commercial Course, including Stenography, Typewriting, Bookkeeping, etc.
3. A Course of Domestic Scieuce, including (a) Scientific Cooking, (b) Draughting, Cutting, Fitting and Making of Garments.
4. An admirable Musical Department has been provided under trained and experienced teachers.

Systematic study of the Bible in all departments.

Terms for Board and Tuition in any of the departments, $50 per term or $100 per year.

For Catalogue, address

Rev. Thos. Lawrence, D. D.,

Asheville, N. C.

Guilford College.

5 LARGE BUILDINGS.

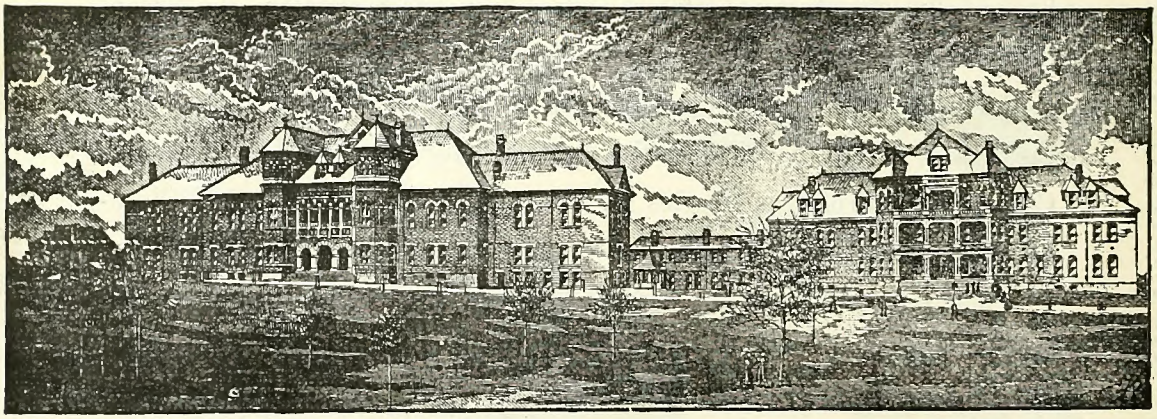
Total Expenses for year, $133; can be easily reduced to $90.

L. L. HOBBS, President.

For Catalogue address,

GEO. W. WHITE, Treas.,

Guilford College, N. C.



The State Normal and Industrial College of North Carolina

Offers to young women thorough literary, classical, scientific and industrial education, and special pedagogical training. Annual expenses, including board, $90 to $130. For non-residents of the state, $150.

Faculty of 30 members, representing in culture and training many of the leading colleges and universities in this country and Europe. 3 departments of work—Normal Department, Commercial Department, Domestic Science Department. Practice and Observation School of 8 grades and more than 200 children under direction of skilful supervising teachers. More than 400 regular students in daily attendance from every section of North Carolina. More than 1600 matriculates during the past six years.

For catalogue or other information, address

PRESIDENT McIVER, GREENSBORO, N. C.

State Library

NORTH CAROLINA

Journal of Education.

VOL. III. GREENSBORO, N. C., SEPTEMBER, 1899. NUMBER 2.



SAVE THE CHILD AND YOU HAVE REDEEMED THE MAN.

If you save the children to-day, you will have saved the nation to-morrow.

When statesmen, wise beyond the interests of the fleeting hour, will legislate for the future of the state by fully answering the need of those who will some day be the state, then will the social question be truly solved.—*Rabi Henry Berkowitz.*

MAURY'S MANUAL OF GEOGRAPHY.

NEW 1899 EDITION.

It is thoroughly up to date in text and maps.

It has a large number of new pictures, each of which instructs as well as illustrates.

The recently acquired Island Regions of the United States are graphically presented in text, illustions and maps. They are treated under the United States and not in supplement.

A new supplement contains much interesting and valuable geographical information, including map of the Samoan Islands with descriptive text.

Maury's ideas and method of teaching geography were, when first presented, in advance of the times. They are to-day accepted by a large number of thoughtful educators throughout the country as psychologically correct. After a brief presentation of the underlying principles of mathematical, physical and political geography, each section of the earth is treated in detail, and finally, after the pupil has mastered these details, he is led by a carefully constructed series of review studies to look at the earth as a whole—as a unit. This is the true pedagogical method.

Holmes' New Readers.

FIRST, SECOND, THIRD, FOURTH, FIFTH.

Well graded. Beautifully illustrated. Attractive in sudjects of lessons. Many interesting stories about plant and animal life interspersed with other choice reading matter of high literary excellence.

Sanford's Arithmetics.

PRIMARY, INTERMEDIATE, COMMON SCHOOL, HIGHER.

In these books the gradation of work is easy and natural. They make interested and intelligent students. The work and problems are practical. The extensive and sustained use of these books attest their peculiar adaptation to the needs of a large and widely extended class of schools.

Hansell's Histories--New Editions.

SCHOOL HISTORY OF THE UNITED STATES.
HIGHER HISTORY OF THE UNITED STATES.

The new editions of both these books are most attractive in quality of text, accuracy, clear and pleasing style, pictorial illustrations, maps, etc. They correspond exactly with the former editions in arrangement of topics, chapter headings, etc.

Finger's Civil Government

IN NORTH CAROLINA AND THE UNITED STATES.

A School Manual and History. I. General Idea of Civil Government. II. Government in North Carolina. III. Government in the United States.

UNIVERSITY PUBLISHING CO.,

714 and 716 Canal St., New Orleans. **43-47 East 10th Street, New York.**

North Carolina Journal of Education.

Devoted to Education in North Carolina and the South.

VOLUME III. SEPTEMBER, 1899. NUMBER 2.

North Carolina Journal of Education.

Entered as Second-Class Matter at the Post Office at Greensboro, North Carolina.

PHILANDER P. CLAXTON,
Professor Pedagogy State Normal and Industrial College,
EDITOR AND MANAGER.

Published monthly at Greensboro, N. C.
SUBSCRIPTION, $1.00; SINGLE NUMBERS, 10 CENTS.
In ordering paper give name, postoffice, county and state.
Remittances should be made by money order, express order or bank draft, payable to North Carolina Journal of Education,
Personal checks should not be sent for sums less than $1.00.
Stamps, one and two cents, taken for $1.00 or less.
Address NORTH CAROLINA JOURNAL OF EDUCATION, Greensboro, N. C.

Deep.

Plow deep!
Sow not thy precious seeds
Among the scarce uprooted weeds,
Or thou shalt weep
To find thy crops all choked and dead,
And naught but thorns and tares instead.
Then plow down deep,
The promise ringing in thy ears,
That those who sow their seeds in tears,
In joy shall reap.

The October number of this JOURNAL may be expected on October 20th. After that the date of publication will be the 15th of the month.

County Educational Associations.

In every county in which there is not already such an association there should at once be organized a County Educational Association. Every teacher in the county, of both public and private schools, should join this association and attend all its meetings; and as many parents and citizens as possible should be induced to join and give it their active support, or at least the encouragement of their presence at its meetings. The meetings should be held at least as often as every second month the entire year; and the livest questions of teaching, discipline, school management and the general educational interests of that community should be discussed. No meeting should ever adjourn without some discussion of the question of more liberal support of the public schools, and better opportunity for the complete education of the children.

In some counties these associations have done much toward accomplishing the purpose of their creation. We know of counties in which they have added fifty per cent. to the value of the schools. These are the counties in which teachers and people have all met together, and have met for some definite purpose rather than for general entertainment. This is the day of organizations. The children of light should be as wise in their generation as other people. They should organize. No effective work requiring the combined efforts of a number of men and women can be accomplished without organization. An organization of school men makes it possible to have an effective school system. It strengthens the weak places, weeds out the bad and developes the good. It promotes harmony, and gives to each individual the combined strength of all. When teachers and people meet together and all join in the discussions, there cannot fail to be a better understanding between teachers and parents, and a heartier coöperation of parents with the teachers.

The county superintendents should lead in the organization of these associations; but when they fail, from lack of interest or other reasons, let the more progressive teachers take the lead and invite him to join them. THE JOURNAL hopes to hear of the organization of the teachers in every county in North Carolina within the next month or two.

Pupil Teachers in our Public Schools.

Superintendent S. F. Venable, of Buncombe County, N. C., is resorting to the pupil-teacher system in order to relieve the pressure in the over-crowded public schools. By studying the reports of former years he found that there was usually a rapid falling off in the attendance at the more crowded schools after the first few weeks. This he rightly attributed to dissatisfaction on the part of children and parents—a dissatisfaction growing out of the belief that individual pupils were not receiving sufficient attention. Where he finds a school so over-crowded that the teacher can not

do all the work required, Superintendent Venable selects one or more of the brightest and most advanced pupils in the school, and makes assistant teachers of them. These assistants receive a small compensation, but much less than would be required for regular teachers.

The superintendent says the plan is working well, and the children are not leaving the schools as they have done in the past. Forty-eight schools reporting show an average daily attendance of 2425 against 1535 last year; 51 per cent of the school population against 32 per cent last year.

This is an excellent showing, and it indicates some virtue in the method adopted. And it is, indeed, a good plan, but not the best. The editor of this journal has had experience with it. When a boy of fifteen years old he attended a school in which it was used, and happened to be the pupil selected to assist the regular teacher. The school contained a hundred pupils or more, and there were classes of all degrees of advancement from the alphabet to Latin, algebra, geometry, physics and rhetoric. The assistant had half a dozen recitations a day, and received for the work $5.00 a month. The classes were in spelling, arithmetic, grammar, algebra and rhetoric. The work did the assistant much good, the pupils very little; but it was better than nothing.

A century ago the plan was introduced from India into England by Bell and Lancaster, as a means of supplying cheap teachers for their charity schools ; and the plan is still quite generally followed in the schools of England, both public and private. Some of the poorest school work we have ever seen done, was done by these pupil-teachers in the English schools. Lancaster's cry, "Give me a pupil to-day, and I will give you a teacher to-morrow," sounds well enough in the ears of those who are looking for a cheap means of running the schools; it is absurd enough to those who are looking for some means of teaching the children and using their time to the best advantage. The plan works well enough in the schools of India and in all schools based on the same ideas of education and of the duties of the teacher. The pupil-teacher can read the questions from the book and see if the pupils repeat the words of the answer in the order laid down; but it requires scholarship, maturity of mind and some knowledge of underlying principles to teach. For a hundred years text-books were constructed on the idea that the teacher is a lesson-hearer, and many of those in use in our schools now are constructed on this exploded idea. All really modern books are constructed on far different ideas.

We do not doubt that Superintendent Venable has done wisely in adopting this plan as a temporary expedient in the over-crowded schools of his county. But there is a better solution to the problem, and school officers, parents, and all citizens of the county should help him speedily to this. In 1898 Buncombe county had 100 public schools for white children. Fifty schools properly located would put a school in easy reach of every child in the county. This would give two teachers to each school instead of one. Those schools now employing two teachers could have four. As pointed out in the August number of this JOURNAL, this would permit a classification that would enable each teacher to do twice as much teaching in a given time. This is the first step in the solution of the problem. The second is to double the school fund of every township by local taxation. The schools of Buncombe county now run about five months. Doubling the fund would enable them to run eight months and employ sufficient competent teaching force for that time. However wise the superintendent's action may be as a temporary relief (and we believe it is eminently wise as such), a great and rich county like Buncombe can not afford to continue to entrust the teaching of its future citizens to the hands of children.

The laws of North Carolina do not permit men and women under twenty years old to practice medicine or law. The churches seldom permit a boy not yet of age to preach or fill the station of minister. Teaching requires as much maturity of mind and character and as much professional knowledge as either of these three professions. When will our school legislation be as wise as that relating to other matters?

Rev. G. H. Detwiler, pastor of the Methodist church at Gastonia, is planning a series of addresses especially for the large factory population of the town. One of these addresses will be on "Popular Education. What is it? What does it cost? Does it pay? How can we get it in North Carolina?" Two years ago Mr. Detwiler entered actively into the local tax campaign. Would that all ministers would follow his example. Well does Mr. Detwiler say, "*Now* is the time, the *opportune* time, to grapple with this problem. Opportunities now before us, if neglected, will cost us dearly.

Educational Department of the State Fair.

The teachers of North Carolina are earnestly requested to bring to the attention of their pupils the premiums offered in the educational Department of the State Fair, October 16th to 21st. Premium lists and entry blanks will be promptly sent to all who apply. Besides the premiums given to schools, the following individual premiums are offered:

Best display Art Work by any pupil	$5 00
Best display Kindergarten Work by any pupil	2.00
Best display Mechanical Work	3.00
Best display Scientific Specimens	3 00
Best display Graded School Work	3 00
Best display of Maps	3.00
Best Map of North Carolina	3.00
Best County Map	2.00

For best penmanship by any boy or girl under 14 years—copy first three verses "Old North State" and chorus—one Student's Lamp, given by W. H. Hughes, Raleigh.

Best general display by public school, diploma, and one School Library of 30 bound volumes (Dickens, Scott, etc.) given by Southern Book Exchange, Raleigh.

Also for best display maps and charts by any school, by pupils of same, for excellence of work and completeness of exhibits: One Andrews Colored Zone Lunar Tellurian, with sun and moon attachments (removable), value $30 00, given by Chas. J. Parker, Manager Educational Bureau, Raleigh.

There is no charge for entry or space; all are welcome. Address C. B. Denson, Assistant Secretary and Manager, Raleigh, N. C.

On account of illness in his family, Dr. W. T Whitsett, director of the Educational Department of the State Fair, will not be able to give it all the attention needed, and State Superintendent C. H. Mebane has consented to assume the active management. The list of prizes offered in this department has already been published in the JOURNAL, and an additional list is given in this issue. Let all the teachers in the state assist in making this one of the most attractive features of the fair. If possible to do so, attend the fair yourself and carry your children. Plan ahead by instructing the children as to what may be seen, and then act as their guide, pointing out to them the most interesting and valuable features.

On Sunday before the opening of the fall session of the High Point scbools Superintendent Crowell, who is also a minister of the Gospel, preached a special sermon on education to a large audience in the Methodist church, from the text, "I am come that they might have life, and that they might have it more abundantly." Superintendent Crowell has the advantage of most of us in this respect; but would it not be exceedingly appropriate for every pastor to preach one or more sermons of this kind just before the opening of the schools each year? Doubtless most of them would willingly do so, if requested by superintendents and teachers.

Good Roads and Good Schools for Guilford County the Best Investment it is Possible for Us to Make.

The *Greensboro Evening Telegram* keeps this motto standing at its head in big letters. Would it not be well for every paper in North Carolina to keep a similar sentiment constantly before its readers? And would it not be all the better if "good schools" came first? "Good schools" is the key to the solution of all other problems.

The JOURNAL offers a prize of $10.00 for the best plan of a house for a village school of 200 to 250 children taught by five teachers. The plans submitted in competition for the prize must provide for proper lighting, heating and ventilation. Cloak rooms, closets and a room for a laboratory or manual trraining classes, must be included, and economy in cost of building should be considered. For further information write to the editor of the JOURNAL.

E. L. Kellogg & Co., of New York call attention on another page to some very attractive colored pictures that they are offering for school use. Our readers will be interested in this announcement.

The State Examining Board has recently granted five life certificates as follows: E. J. Johnson, Ronda, N. C.; W. S. Surratt, Boomer, N. C.; G. M. Garren, Buena Vista, N. C.; W. M. Peterson, Burnsville, N. C.; J. T. Gay, St. John, N. C. This is a high honor, and the Journal extends its congratulations.

Recent reports show the idea of having public openings, with music and address, is taking hold on our schools. It is to be hoped the practice will soon become common. As previously pointed out in these columns, it is more profitable to bring parents and the public together at the opening of the school than at its close.

In Atlanta, Georgia, there is an agitation in favor of more extensive manual training in the public schools, and for more school buildings to accommodate the children now excluded because of want of room. The workingmen are supporting the movement.

The Fuller school building, Durham, N. C., has been completed, and school has opened in it. The building cost $11,000. A cut of the building, with brief description, will be given in the next issue of the Journal.

The Albemarle school bonds have been sold above par ; the work on the new building is being pushed forward to completion, and the schools will open in November. The building is of brick, and will cost about $5,000.

The town of Monroe, N. C., is moving for public graded school supported by local taxation. In no other way can the problem of the education of all the children of any community be solved, and we hope the friends of this movement may be successful in their efforts to put Monroe in the list of the most progressive towns.

Miss Lily W. Long and Mr. G. P. McCoy, of the Presbyterian College, Charlotte, N. C., are making up a party to visit Europe next summer. After seeing the Paris exposition they will spend the summer in Berlin.

St. Mary's School, Raleigh, N. C., now has school on Saturdays and holidays on Mondays. Greensboro Female College has followed this plan for several years. Where it has been given a fair trial it is popular.

Ex-President Grover Cleveland has become a college professor, and will deliver to the undergraduates of Princeton University a course of lectures on topics of Public Life. These lectures will probably be open to the public. Mr. Cleveland takes the liveliest interest in the college life at Princeton, and particularly in college athletics.

We are always glad when our brethren of the professional or secular press see fit to copy from the columns of the JOURNAL, and it shows becoming thoughtfulness in them *when they remember to give proper credit.*

The annual debate between Trinity and Wake Forest will be held in the Academy of Music in Raleigh on the evening of Thankgiving Day.

A recent editorial in the *Charlotte Observer* emphasizes the need of a change in our educational systems in the South to meet the changed conditions of our life. In the ante-bellum days the youth of the slave-holding families received on the plantation in command of slaves and the various industries of the plantation and in the "old curriculum" schools and colleges an ideal training for the demands of the life of those days. But with a new generation have come life conditions and industrial demands unknown to our fathers. The schools must respond to these. There must be training for manufacturing pursuits. "The day is come when the practical, self-made man without education is handicapped. But the educated man without practical training is also handicapped. The most capable man is always one who has a good education and a good practical training combined."

In the public schools at Reidsville, N. C., the sixth, seventh and high school grades have been organized into debating societies ; one society in each of the grades, the high school society having two sections. Here are some of the questions for debate : Has the Spanish war been a benefit to the United States ? The Philippine war has been as unjust as was the war of the North against the South. Were the French greater explorers than the Spaniards ? Properly conducted, these debates are of great value. Many a boy has gained his first interest in the great questions of the day by taking part in the debates on these subjects.

Superintendent Sheppe, of the Reidsville schools, is publishing in the city papers an outline of the lectures on the nature of education which he is delivering at the meetings of the teachers of the schools. A good idea.

There are men to-day using the school money of the state who have been absolute failures in life, and who are neither competent nor worthy to be called teachers. It is a fearful thought and also disgraceful, that such conditions exist in our school system.—*Rev. R. P. Troy.*

Let the factories have the grown up people, and the schools the children.—*Wilmington Dispatch.*

The County Superintendent.

The most important factor in any system of coordinated activities is the responsible head. In the public schools of a county or city this head is the Superintendent, and he is not doing his full duty if he acts merely as a clerk to the county board and as a paymaster. He must be a leader of educational thought, a guide and inspirer to the best educational practice. He should visit schools. He should be able to teach classes in a model way in the presence of the teachers, and he should frequently do this. He should make frequent educational addresses in every part of the county. He should lead in every movement for better educational facilities. He must call the teachers of the county together in frequent educational meetings—not for rally and enthusiasm alone, but for sober, thoughtful discussion of the problems and methods of education. No superintendent is doing his duty as such who does not do these things. The superintendent's opportunity is the teachers' meeting, or association; and no earnest, wide-awake superintendent will fail to have one in his county.

The salary of Superintendent Alexander Graham of the Charlotte Schools has been increased from $1400 and a house to $1700 and a house. Superintendent Graham is one of the most faithful and efficient superintendents in the South, and this increase in salary is fully deserved. The JOURNAL only wishes that it were at least $300 more. The salary of principal J. A. Bivins was increased to $1,080. This is also fully deserved.

Steps will be taken to erect a monument to Dr. R. L. Abernethy, former president of Rutherford College.

Let there be more teaching to the young, and there will be less need of preaching to the old.

The Czar of Russia has announced his intention to build a city at the port of Talien-wan, a few miles east of Port Arthur. The city is to be called Dalny.

The family, the church, the state; industry and commerce; science and art, owe their very being to education, Without it, they must sink back into the tyrannies and anarchies or individualism, and perish in the primitive animalism of man.—*Supt. W. L. Hailman.*

We should have noted in an earlier issue the fact that the faculty and trustees of Tulane University at the commencement of this university in June conferred upon President Alderman, of the Universit, of North Carolina, the degree of LL. D. All North Carolinians and Dr. Alderman's many friends beyond the borders of the state rejoice with him because of this new honor, so fully deserved. The degree was probably won by the excellent address on Southern Expansion which Dr. Alderman delivered before the medical students a few weeks before.

The following resolution has been adopted by the Board of County School Directors of Durham County:

Resolved, that the board of school directors for Durham county public schools construe the school day to be six honrs actual school work, intermissions and recesses not to be counted in. No teacher's voucher shall be valid unless a certificate of conformity to this resolution accompany said voucher. Attention of school committeemen urgently called to this

---

A Chance for North Carolina Teachers.

Col. Julian S. Carr has offered a prize of $100 for the best compend or epitome of any decade of the history of North Carolina between 1782 and 1882. The contest is open to any North Carolinian, but only the first fifty applicants will be permitted to enter. The sketches must be written in simple, direct and logical style, and must not contain more than 10,000 words. The contest will be managed by the North Carolina Publishing Society, Raleigh, N. C., and all communications should be sent to this address. We hope many teachers may enter this contest, and that some one of them may win the $100.

Just as the last sheets of this number of the JOURNAL go to press we receive a copy of Superintendent Mebane's timely circular, calling the attention of teachers and school officers to that part of the school law which requires the nature of alcoholic drinks and narcotics and their effect upon the human system to be taught in the public schools. The law on this subject is as plain as it is just, and it should be obeyed in spirit and in letter. Superintendent Mebane adds an appropriate caution to teachers, who should, in this respect as in all others, be worthy examples to their pupils.

Good News from the Schools and Colleges.

The recent reports from the colleges, high schools, academies and city public schools of North Carolina are such as to make glad the hearts of those who, believing the only foundation for any true and permanent prosperity of the state must lie in the education of the people, have labored, in season and out of season, to convince the people of the truth of their convictions and to arouse them to action. Never before in the history of the state have these schools been so prosperous, never before have they had such large increase in attendance, never before have the people and the press shown such deep and universal interest in all matters pertaining to education. It is the dawning of a better day, the earnest of what the Old North State is to be in the twentieth century, when illiteracy shall not be known within her borders, and a good high school, college, or technical education will be within easy reach of all. And what a glorious rebuke is this new school year already making to the pessimissm which only a few years ago would have us believe the people of North Carolina could not support more than a very limited number of schools, prated of unjust competition and drew dismal pictures of deserted college halls and of college grounds that had become the lair of wild beasts! New colleges are opened and filled to their utmost capacity the first day; the older schools feel no stress of competition, but spend every dollar obtainable in enlarging their capacity. The state schools and church schools alike increase their attendance far beyond all previous records. We regret we cannot publish in full the letters received within the last few days from many of the leading schools of the state. Only brief summaries can be given here.

The University of North Carolina reports 344 academic and 128 professional students, making a total enrolment of 472 the first month, and insuring an attendance well up in the sixth hundred before the close of the year. Of those already enrolled 133 are in the freshman class, the largest freshman class, we believe, in the history of the University. Thirteen states, and eighty-seven counties of North Carolina are represented. There are ten women students doing advanced work.

The North Carolina State Normal and Industrial College had 425 students present the first day, 16 more than were enrolled last year, and the total enrolment will probably approach 500. The only limit to the attendance is the capacity of the buildings. With sufficient capacity in dormitories, recitation rooms and laboratories, the attendance would be fifty per cent larger.

Davidson College begins its sixty-third year under the most favorable auspices. The freshman class is unusually large. The new buildings, the completion of the water works, the improvements in the village, are all welcome additions to the material equipment of the college. The Medical College has an increased attendance. The athletic teams will be in the field of inter-collegiate games again this year.

Trinity College reports a large increase in attendance, both in the college and in the high school. A number of new and advanced courses in the various departments are to be given this year.

The North Carolina College of Agriculture and Mechanic Arts has an enrollment of over 250. Every room in the college is full of students, and applicants are turned away daily because of want of room. The preparatory department has been abolished, and quite a number of young men have been refused admittance because of deficient preparation. The Textile building is to be built and equipped at once.

Wake Forest has 250, an increase of about twenty over the same period last year. The students represent seven states, and 69 counties of North Carolina. The freshmen entering are reported better prepared than those of any former year.

Guilford College opened with the largest attendance ever reached on the first day, and several weeks ago the enrollment had reached 150. New books are being added to the library, the science department has added a biological laborotory, and President Hobbs expects a more prosperous year than the college has ever had before.

The opening af the Baptist Female University, to which the Baptist people have long looked forward and for which they have labored so zealously, was such as to gratify the most hopeful. There were 122 boarding students present the first day, and the authorities expect an enrollment of 250 in all departments of the university.

The Greensboro Female College had enrolled 128 students before September 22, 12 more than at the same date last year, and the large number expected will run up the enrollment far ahead of that of last year.

Elizabeth College reports a total enrollment of 100, representing twelve states. Many of the students are doing advanced work.

The Asheville College for Young Women reports a large attendance from eighteen states of the union and six foreign countries, with applications pending from twenty-four additional states. This school is having a remarkable growth.

The Normal and Collegiate Institute, the capstone of the educational work of the Presbyterian Board of Missions in the South, continues to increase in numbers and in the efficiency of its work, which latter is recognized by the state, in that the diploma of this institution is accepted as a life license to teach in the public schools. Four hundred and twenty-five young women and boys are being instructed here and at the Farm School, under the same management.

Littleton Female College has the highest enrollment in its history. All dormitory rooms are filled, and forty new rooms are being built.

Bingham School began its 107th year stronge than last year, which was the strongest since the early 80s. Students are present from seventeen states, and other states will be represented later in the session.

Oak Ridge Institute, which sent more than twenty freshmen to Chapel Hill this year and a goodly number to the colleges, was well beyond 200 before the last of September, and new students continue to arrive.

Whitsett Institute began the fall term with 25 per cent. more students than have ever before been enrolled the first month. Ten new rooms have been added, and three new boarding halls are being built to meet the demands of the increased attendance.

So far as heard from all the city public schools have opened with a remarkable increase in attendance, and the new schools are beginning their first session in a way that will encourage many other towns to follow the example of those voting for schools last spring, and establish schools supported by local taxation.

No attempt is made here to mention all the important schools of the state. That would be impossible in this limited space; nor has the order of arrangement any significance. We have mentioned only those from which we have direct and reliable information, to show that the educational outlook is more hopeful than ever before in the history of the state. We hope the year may bring larger endowments to many of our institutions of higher learning and a determination on the part of the people to support them in every way more liberally than ever before.

We would only urge that all college men and women and all connected with the academis, in addition to the the performance of their duties to their own institutions, unite in one great effort, never to be given over until there is a good elementary school of ten months within the reach of every child in the state and an average of half a dozen good public high schools in every county. When North Carolina has 600 good high schools well-equipped and well-filled, our colleges may raise their standard as high as they will, expand their walls as far as they may be able, and still want room.

It should have been stated in the August number of the JOURNAL that for the use of the picture of Henry Timrod on the first page of that issue we are indebted to Hon. Wm. A. Courtenay, Newry, S. C., who has the general management of the memorial edition of Timrod's poems. We learn that three-fifths of the large edition of 4,000 copies of these poems have been sold, which is very gratifying to the members of the Memorial Association, who will devote the entire net proceeds of the sale of the books to the erection of a monument to the poet. We think we are doing a service to the readers of the Journal when we urge them to secure a volume of these beautiful poems by the beloved Southern poet before the edition is exhausted. No school library should be without a copy. The book is published by Houghton, Mifflin & Co., and is sold at $1.50. Timrod was a true poet, and his notes are among the purest in America.

To any new subscriber or to any old subscriber sending their renewal to the JOURNAL before November 1st, we will send a copy of this book and the JOURNAL for one year for $1.75 cash. We do this only to aid the subscribers to obtain this book.

Fvery teacher in North Carolina should secure a copy of the Twentieth Century Edition of the Raleigh News and Observer, the largest newspaper ever issued in the world. Filled with the most recent and reliable information on every phase of North Carolina life, and handsomely illustrated, it is invaluable as a reference in the school and the library.

(*Editorial continued on page 35.*)

An Aid to the Geography Lesson.

MISS ROSA RUSSELL, COLUMBUS, GA., PUBLIC SCHOOLS.

An excellent aid to the lesson in Geography may be made by the teacher with the expenditure of very little money and the utilization of some of the spare time usually at command during the winter evenings. A chart of the nations, bringing out the salient points of the people, their customs and peculiarities, in a series of pictures, constitutes a pleasing list of object lessons which are both interesting and instructive. The chart which I made contained forty-three pages of bristol board about twenty-four by eighteen inches, fastened together by brads and ribbon in such a manner as to leave each free to turn and thereby show the whole of the page following.

On the cover is a tapestry painting of the naval flag signals, "Remember the Maine," and over this is a large eagle flying and bearing in its mouth a ribbon inscribed with the same patriotic injunction. The first page contains a picture of the battleship Maine, in colors, about six by ten inches in size, and under this is the Nashville, which fired the first shot in the recent war between the United States and Spain. Following this, on the next page, is a map of Cuba, and in the four corners, pictures of the American eagle and the naval commanders, Dewey, Schley and Sampson.

Page number three contains a large and realistic picture of the battle of Santiago, showing the part played by the naval and land forces and bringing out clearly the lay of the land, with the points about which the hardest fighting was done. Following this is a page devoted to pictures showing the reception of Cervera on Admiral Sampson's flagship after his surrender; and at the bottom of the page is depicted the heroic act of Naval Constructor Hobson in the sinking of the Merrimac at the mouth of Santiago bay.

The fifth and sixth pages contain a personnel of the officers of the war department, headed by the president as commander in chief. Page seven is devoted to the signals used in the navy; it also gives those employed in the weather bureau. On the following page is given a map of the District of Columbia, the seat of government of the United States, together with a picture of the national capitol building and the great seal of state. A description of the District of Columbia follows these, at the bottom of the page.

The different groups of states are next taken up and a page devoted to each group, giving a small map of each state composing the group, pictorial cards showing the products of the states and the industries and pursuits of the people, and a description of both the country and the people. In this way the mind is not wearied by a monotonous stretch of geographical lines and points, but is interested at the same time; and the children gain a lasting impression of the habits, pursuits and peculiarities of the people of the different groups of states. This occupies several pages of the chart.

Next is given a large map of North America, and then follow the countries of North America, with a page devoted to Canada, another to the United States, a third to Mexico, a fourth to Central America, and a fifth to Greenland and Alaska. With each map is given a pictorial card showing the products of that country and the industries, sports, diversions and mode of life of the people. In this way a comparison is made and easily remembered. The life of the people of the frozen northern countries is brought in contrast with the indolent life of the people of the land of the Montezumas.

On the following page a large pictorial card of one principal city of each country of North America is given emphasizing the individual peculiarities of the citizen as a type of the people of the country, and some historical place or noted building, such as the Bunker Hill monument in Boston, the government building in Toronto, or the President's Palace in the City of Mexico. The page following this is devoted to a comparison of the people of the United States and its territories and dependencies, and shows, both by picture and description, the differences between the people of Porto Rico, Hawaii, the Philippines and the United States proper.

South America is treated next; and maps and pictorial cards of the different countries, with descriptions, are given after the manner employed in treating North America. This is followed by a pictorial card of one principal city of every country of South America, arranged in a manner similar to the pictorial cards of the cities of North America, and showing individual peculiarities of the people.

Europe, Asia and Africa are in turn treated in the same way. After the study of these countries and their principal cities as pointed out above, several pages are given to the flags of the nations.

Page forty-two contains the seals of the differ-

ent countries of the world; and the last page is devoted to pictures of animals of the world, showing how the animal life varies with the zones, and bringing vividly to mind the scant animal life of the polar regions and the rank animal life of the southern countries.

Thoroughness.

W. T. WHITE, PRINCIPAL HIGH SCHOOL, KNOXVILLE, TENN.

"Thorough" is a good old Anglo-Saxon word, and an expressive one, too; and for the teacher might be well taken as a war-cry. In these days of shams and shoddy, and short cuts, and finishing in one year what rightly should occupy two, the schools are the breakers, or better, the safeguards.

"Are you sure," a voice seems to say, "and has not the feverish haste and unrest of the closing decade of the nineteenth century crept into the schools, and have not the royal roads been abandoned for by-paths and cross-country lanes with morasses not a few in their course?" Aye, perhaps, but on the whole not by paths, but by straight roads well laid out, the educational procession for the most part goes on, and yet, read over the signs aright, the crowds of boys who leave the high school before the course is completed, the number of electives in colleges, the different plans of obtaining an education through correspondence, etc.—do these not mean that there is a hurry, or better, a more pressing desire to get on quickly than ever before has existed in the history of the world? And is there not danger to be dreaded in the way of lack of thoroughness in the mad race?

Truly, aye, truly the common schools have been styled the safeguards of the Republic, and in the most of them is good honest work done in behalf of the pupils. Yet in not a few quarters of the Union there seems to be a fear that pupils spend too many years in acquiring an education and a belief that the courses must be shortened. This is all well and good, and even though the strength of the teacher is sapped, high praise to him if he has a class do the work of ten months as planned originally, and perhaps by an expert, in half the time. Yet still higher if there is no discount in thoroughness of the knowledge acquired. And there need be none, necessarily, if the teacher wisely husbands his resources.

How to secure thoroughness therein lies the secret of a teacher's success. Interest is a keyword, and the art and science possessed by the instructor lies back of it. It comprehends the class as a whole being well in hand, a clear knowledge of the factors composing it, and a true perspective of the entire work to be done. There should be reviews and back reviews, and even a correlation between any preceding topic and the one now being learned, and also as far as possible between the different subjects belonging to the course.

But above all, the teacher, be he man or woman, should as a master, not only be a master in the physical meaning of the word, though this is advantageous, for the teacher ought to be healthiest in his room, but in the higher sense of a clear intellectual vision of what he is to do, and how he is to do it—not faltering or hesitating, but going straight to the mark every time. And the pupils will be sure to respond if their instructor is a master. Aye more, the children will be just as earnest and just as thorough as is the teacher. For this earnestness and zeal there is no recipe; it is inborn in its highest degree but every one can strive towards it, and if their motto is thoroughness and they act up to it, the pupils they instruct may in after years rise up and call them "blessed."

Education at the Bottom of All Prosperity.*

PRESIDENT GEORGE T. WINSTON, NORTH CAROLINA AGRICULTURAL AND MECHANICAL COLLEGE.

At the bottom of all prosperity, whether agricultural, commercial or manufacturing is intelligence, and the great instrumentality for producing intelligence is education. Go where we may, on this wonderful continent, we find a maximum of education with a maximum of wealth and prosperity. Massachusetts, alarmed at the prospect of textile industries in the South, maintains two textile schools, besides half a dozen institutes of technology, scores of industrial training schools and thousands of free public schools wherein are furnished the rudiments of industrial education. New York, with the best butter and cheese factories on the continent, spends fifty thousand dollars annually in conducting experiments in butter and cheese making, in the breeding and feeding of stock, in fruit and garden experiments and in agricultural tests. The old five hundred acre farm upon which Ezra Cornell, fifty years ago, could scarcely make

*From an article in the News and Observer.

a living, now blossoms like a garden and is a model of culture and fertility in every crop that the climate will permit. The great city of Philadelphia, the foremost manufacturing city of the continent, maintains a School of Industrial and Textile Art, wherein are specially skilled workers, designers, and managers, in every line of decorative and manufacturing industry. In going from Toronto to Chicago, one rides two hundred miles through almost endless fields of grain without getting out of sight of a house. It is an old thickly settled country. The soil is thoroughly cultivated and kept at a high state of fertility by intelligent culture, fertilizing, and rotation of crops. I have never seen a more beautiful agricultural country. In the very heart of it is the finest agricultural college on the continent. For twenty years the best varieties of wheat have been tested side by side at this college, and three varieties have stood at the head of the column during this entire period. During the present year over a hundred varieties of wheat were tested side by side. The same tests are made of everything that is grown in Ontario. Over five thousand farmers in Ontario co-operate with this college in making experiments on their farms. It is no exaggeration to say that the Ontario Agricultural College at Guelph is the very heart of the wonderful agricultural life of Ontario When I was there the whole country was suffering for lack of rain, but intelligent culture had largely supplied the place of rain and prevented the failure of the crops.

There is a great mission for our Agricultural and Mechanical College. The day will come when North Carolina, from the mountains to the seashore, will be one endless chain of blossoming farms, orchards and gardens, set like gems with busy cities and towns; when the loom and the spindle, and the forge and the anvil, and the reaper and binder will sing together the sweet song of wealth and prosperity; when the thoughts of every mind, and the cunning of every hand, and the longing of every soul shall be cultivated in thoroughly equipped schools, supported, esteemed and cherished by the state.

Atlanta has a board of lady visitors for its schools. The members of this board visit the schools, inspect the work, the buildings and the grounds, and report to the board of education with such recommendations for improvements as they may think wise. Why might not this be a good thing for the schools of every city and town?

I believe that pedagogical schools are a new instrumentality in the advancement of the race. I believe that without them free schools themselves would be shorn of their strength and their healing power, and become at length mere charity schools, and thus die out in fact and in form. Neither the art of printing, nor the trial by jury, nor the free press, nor free suffrage can long exist to any beneficial or salutary purpose without schools for the training of teachers. For if the character of qualications of teachers be allowed to degenerate, the free schools will be pauper schools, and pauper schools will produce pauper souls, and the free press will become a false and licentious press, and ignorant voters will become venal voters, and an oligarchy of profligate and flagitious men will govern the world.—*Horace Mann.*

In the last analysis, it [education] consists in the organizing of *resources* in the human being, of powers of conduct which shall fit him to his social and physical world. An "uneducated" person is one who is nonplussed by all but the most habitual situations. On the contrary, one who is educated is able practically to extricate himself, by means of the examples with which his memory is stored, and of the abstract conceptions which he has acquired, from circumstances in which he never was placed before. Education, in short, cannot be better described than by calling it *the organization of acquired habits of conduct and tendencies to behavior.* —*Dr. J. L. M. Curry.*

To be a teacher you must wake up thought; induce habits of investigation, and lead your scholars to draw conclusions for themselves. Thousands can keep order, assign lessons, drive learners through all manner of routine, and get parrot-like success, but few can wake up self activities, and go before their scholars as leaders and guides while they work with willing heart, head and hand.—*The New York School Journal.*

The profession of pedagogy, though of inestimable value, is just what public sentiment makes it. The strengthening of our educational system depends upon the public respect and confidence of the community in the teachers. Until his professional rights are recognized, and a higher money value placed upon the services of the teacher, we shall not reap the best we might from this great office.—*Rev. Peter McQueen, in Teachers' Magazine.*

Psychological Basis of the Story.

RICHARD T. WYCHE, GREENSBORO, N. C.

All children are intensely interested in two worlds: one the world of reality, of real things, the world of *nature*; the other the world of ideality, of the thought, feelings and doings of people, the world of *human nature*.

When the child first opens his eyes to the light within the nursery walls, he sees only material objects about him, and that very vaguely. Everything that comes within his reach he will taste and touch and handle; through the five senses he lays hold upon the material world, that he may know it. As he grows and time passes, he is brought without the nursery and given his freedom. He sees the trees, the flowers, the rocks, the hills, the birds, the sky and clouds. With delight he plucks the flowers, climbs the trees, roams the fields, all that he may discover them and know them for himself. Hardly has he begun to know nature when he becomes conscious of another world lying over and beyond nature. He realizes that he is greater than a tree or stone. He is conscious of passions, feelings and ideals. He sees this something in other children and people, and he delights to watch their doings.

So delighted is he with this life in people that he must, in his fancy, put life in inanimate things. Dolls must walk and talk, and visit one another. They must have joys and sorrows, and be the objects of sympathy and companionship. Animals must have human motives and thoughts. The rabbit, wolf, fox, and bear live together as neighbors. He is delighted with Uncle Remus' stories of Brer Rabbit, because they present human nature from the child's standpoint. Trees can talk; the air is peopled with fairies. Life to him is objective. The story that delights him most is one that has action. The characters must do something. He worships the hero that kills the giants and slays the monsters. But why should he be interested in a hero of distant lands and ages? Is it not because his own feelings, will power, and the moral sense that is beginning to dawn in his own life are all made thus objective for him?

At this stage the child has acquired a large fund of knowledge. The getting of it has given pleasure, and not disgust and worry. Possibly he does not know a letter or a rule, yet he can state very clearly a lot of things that he knows. He has discovered for himself the most important facts to learn. How did he get this knowledge? and what was his guiding star? His guiding star was interest. Along this line he moved.

What is interest, and was he right in following it? Interest is an *effect*. If we are interested in a thing, it means that we assimilate the facts about that object—that we see meaning in it. To be interested in geology means that we can pigeonhole, or relate, the facts about the earth and its development. Could the facts not be arranged into a system there would be no geology. A country boy knows some facts about robins, how they build their nest, the number and color of their eggs, the notes they sing. He knows they leave in autumn, come back in spring. He does not have to memorize the facts. They are related and the mind holds them; interest and pleasure result. In the words of Lange, "Interest is a subjective result of perception and apperception."

But why not select the things that are considered important for the child to know, and teach them, regardless of the childs taste. Distaste for a subject often lies in the way in which the subject is taught, and not in the thing itself. The lack of interest goes to prove that no knowledge is being acquired, no matter how many rules may be gotten and lessons said. The getting of real knowledge brings a thrill of delight and pleasure. As the digestion and assimilation of food gives pleasure to the body, so does the assimilation of truth give pleasure to the mind and spirit. When a child shows interest in a thing, not an interest bought by rewards and punishments, but a primary interest, it means that he is getting ideals out of which he is building for himself a mental and moral world.

Who ever saw a child that was interested in a catechism? Is it not a bore, and one of the greatest punishments that we can give a healthy, active boy on Sunday, to make him "get his catechism?" In the light of experience and psychology it is a great mistake. The lack of interest shows that he is not getting any knowledge. We are binding upon his young shoulders burdens too heavy to be borne. We have demanded of his apperceptive powers an impossibility. Aversion and disgust result. We have given him a very false idea of the religious life.

But does not the child need the catechism? He needs the truths it teaches, but not in that form. Lime is needed for the building up of the bony

structure of his body, but it cannot be supplied by a diet of bone meal. So with the catechism. He needs the spirit and life and truth of the Bible, but he cannot get it from the dry bones of theology. The child's heart is touched when he hears of Jesus, his love and sympathy for children, and he would know more. He asks for bread, but we give him a stone. If there is a place at all for memorizing the catechism, the adult should do it, and not the child. Memorizing a catechism in childhood that it may be understood in maturity, is as if one should memorize the rules of algebra that he might understand the subject when he entered college.

If a boy of thirteen years is bored by a theological definition of self-sacrifice, shall we conclude that he does not admire this noble virtue? Take him out of the catechism and put him to playing games. The very games that a boy of this age likes, group games, is based on the sacrifice of self. "The best is not self but side or group. The highest activities for self are lower than those for the group." Give him a story of a hero who gave his life for a great principle, and he is delighted. The mistake we make is in trying to make his life subjective, when nature has made it objective.

The meaning of interest is evident. We have already seen that it is an effect; but interest in turn becomes itself a cause, as for example, a child's interest in the North American Indian will cause him to devour stories, poems and books on the subject.

To the teacher the interests of the child indicates the sources of our most valuable material for school courses. These interests we must utilize and extend, if our education is to be real and abiding.

Nature Work for the Children.

PRINCIPAL J. A. BIVINS, CHARLOTTE PUBLIC SCHOOLS.

I. SOME WAYS MOTHER NATURE HAS FOR PLANTING HER SEEDS.

A walk through the woods, patures, and lanes will afford abundant material for this lesson. Make as large collection as possible of seeds in pod and winged seeds, with a view to illustrating the many curious devices among plants for disposing of their own seeds.

If properly managed, this will prove a wonderfully fascinating subject. When the materials are gathered they should contain some, at least, of the following: vetch, or "beggar's lice" (those annoying little pods that stick so closely to one's clothing); cocklebur; one of those fluffy dandelion heads filled with tiny parachutes; a pod of the silkweed, or Indian hemp, filled with winged seeds, wonderfully downy and beautiful; a boll bursting with cotton; by all means some of those elastic pods of the jewelweed, or touch-me-not, (if still in bloom) which fly all to pieces at the touch, scattering the seeds everywhere); a few pine cones (look carefully for the seeds, each provided with a single, propeller-like blade); seeds of the Ailanthus, or "tree of heaven," with double, propeller-like blades; a pod of the Paulownia tree, hanging in grape-like clusters, each filled with thousands of feather-edged seeds; locust pods; various kinds of fruits, such as apples, grapes, melons; the two-seeded, bladed Samara of the Ash; different kinds of berries, with, later on, some of those sticky mistletoe berries that birds wipe off in the crevices of bark in an effort to clean their bills, thus perpetuating the growth of the parasite.

There will be no trouble to get the children to "see the point" in each case. Intersperse a little fancy. The vetch asks the sheep or the passing traveller for a ride; so do the cocklebur and the cotton. The apple says, "you may eat me if you will toss my core away." The dandelion spreads his dainty parachute and awaits a favoring breeze; of course the fairies all get a ride. Watch the pine seed steer his mimic steamboat, sailing far out from home before reaching land.

Get the children to see the relation between the greater abundance of plants that successfully scatter their seeds over those that do not.

II. DIFFERENCE BETWEEN WHITE OAKS AND POST OAKS.

In the last issue of this JOURNAL a lesson was given on the two great classes of oak trees; a short lesson will now follow on how to distinguish the white oak from the post oak, both these belonging to the same general class.

The distinction is mainly in the leaf. In the white oak the leaf is smooth, regularly lobed, the lobes being oblique to the mid-rib of the leaf. In the case of the post oak the leaf is rather coarse and rough and irregularly lobed. The two middle lobes are much larger than the others, standing out at right angles to the mid-rib, thus causing the leaf to present the appearance of an irregular cross. The acorns of both trees are oblong, chocolate-colored and sweet to the taste, but those of the white oak are usually the larger. It will be found an excellent plan to have the children draw these leaves until they are perfectly familiar with them.

Some Erroneous Notions Concerning School Discipline.

SUPERINTENDENT E. L. HUGHES, GREENVILLE, S. C.

That there are mistaken ideas afloat concerning the disciplinary training of children and youth must be true; if not, why did the authorities of this association assign the above subject to me?

Furthermore, if we are to judge by the too frequent failures of such training as we have, we must conclude that there is error somewhere. A great many things have been clearly demonstrated to be wrong, both by the consciousness and experience of humanity; the evil effects of them are plainly apparent; notwithstanding which they are allowed, or, at least, not prevented; and the wrongs still exist, the evils still curse our life. Answer me these queries: Is it not a fact that our young men and boys are almost all addicted to profanity and obscenity? Are our girls and young women altogether free from these vices?

Is there any diminution in the cigarette or drink habit? Are they not rather growing and beginning to involve even the gentler sex? Is there not manifest a growing disrespect and disregard for authority and for those in authority; an irreverenee for age and weakness, for things held sacred? Is our citizenship growing more patriotic and law-abiding? Is society becoming purer and more elevated? Is religion as prevalent and powerful in the lives of our young men and women—the recent products of our schools and colleges—as is desirable? These are troublesome questions, and they will not down. Thoughtful people are asking them more and more seriously. The answers are not satisfactory; there is something vitally wrong somewhere. Is it in our schools that the evil originates? It is easy enough to say that the homes and the streets are the places where evil examples and practices are prevalent and that the children are there contaminated. But who is responsible for those homes and streets? Is not the influence of the school strong enough to combat the evils of the associations of those who come to it for education out of, and training against these very things? If not, why not? Are teachers weaklings? Do street Arabs exert a greater influence over boys from respectable homes than the educated intelligent teacher with all the aids of the school at hand? If so, there is lack of power in the school. So mighty an agency should not be so easily thwarted in its aims and efforts.

I submit that the good results of modern ideas of school and family disciplines are proportionately less than those obtained by modern methods of instruction; that character-building has not kept pace with mental development; that morality has somehow been sacrificed to mentality.

What is the matter? What are some of the erroneous ideas?

The first in importance, it seems to me, is the erroneous notion that inexperienced young men and maidens, fresh from college or from the field or kitchen—fresh, mind you—with no special aptitude, or training, undisciplined themselves, can exercise salutary authority over boys and girls almost as wise as themselves and, in many, cases with more force of character, stronger wills and greater courage. Is it not alarming that the disciplinary training of the youth of our land is so largely committed to such as these? There is a pronouneed element of weakness in such authority as they can exercise, and for children to be in such hands for government, is to undermine in them the respect for all authority. Carlyle says: "If possible there should be true God-ordained priests for teaching." He meant that teachers should be of commanding force of character and of overpowering influence.

I have in mind the old-fashioned school-master who trained the magnificently strong men who founded and built up this republic. A man of faults and eccentricities he often was, but such was his personality that the strength, the vitality, the manhood in him made those appear of slight moment, and commanded respect and obedience. How different he from the weak nonentity we now so often find in school rooms. Teachers of South Carolina, be men, even tho' you should belong to the gentler sex! Our future welfare depends upon respect for rightful authority, and obedience unquestioning to those who rightfully exercise it.

Another error is in thinking that kindness, sympathy, petting, and laxity for the purpose of winning affection and securing popularity, will serve instead of firm, consistent, conscientious, intelligent government. I believe most fully in the power of love, but over against it is the love of power, innate in every human being; and those who love wisely and would be loved well must have and display those elements which command respect and enforce obedience. The full development of character demands the fire, the hammer, the chisel, the mallet, the will, and the force to use these. A wax figure can be made by heating the material

and shaping it with soft, delicate hands, but to make a statue of granite, of marble, or of bronze, requires more than that.

Again: it is an erroneous notion, seemingly held by some teachers, that order, system, and machine movements are all the discipline necessary; that character-training, ethics, morals, habits, and manners, which are simply the expression or the results of training, or lack of it, may be left alone. The teacher has to do with all these, and training in them is more necessary than the instruction in books. These may not, must not be neglected. There are those who devote their energies to securing beautiful order—and think their duty done—whose pupils remain vicious—even grow more vicious. Root out the evil, put in the good and cultivate it—that is true discipline.

It is a mistake to ignore faults and wrong-doing in children just to save trouble or to avoid effort. That is the surest way to invite more serious trouble, and harder work.

It is a mistake to be partial in school government; and partiality consists in treating all alike. This cannot be done with justice; and injustice is destructive of the good effects of discipline. Hence the necessity for child study and individual treatment founded on correct diagnoses of individual temperaments, environments and inclinations. Teachers who know nothing of children should not be allowed to try to train them. Herein is a slaughter of the innocents worse than Herod's.

Another serious error in school discipline is for the teacher to allow the parents of any child in her school to think that she is lacking in sympathy for them in their responsible relation to the child. There should be a close union between teacher and parent, especially in disciplinary matters. If there is not, it is most frequently the teacher's error. With school and home ideas antagonistic, and authority clashing, right discipline is impossible.

Lastly, discipline can be maintained only through cooperation of teachers and the officers of the school system. From state superintendent and state board down to district trustees, including county and city superintendents, principals, and all who have authority, there should be the salutary feeling of responsibility to superiors which is characteristic of a well disciplined army. We Americans as a people let loose our tongues too much—are too much inclined to criticize those who are in positions of honor and responsibility. It is one of our national sins, and it may be that it has its origin in the school-room. The men who, in our recent volunteer army, made it their principal business to be always abusing their officers, behind their backs—and the name of such was legion—were the boys who a few years ago were under the supposed training of nice, sweet, little school ma'ams sixteen to twenty years old, or good little college boys, teaching in vacation, or prospective young lawyers, preachers and doctors who needed a little more money to complete their courses. The men who abuse and vilify political opponents, or laws made by the other party, who seem to be ready at any time to strike at whatever of social order there is, were disciplined by the same kind of school keepers.

More of courage, energy, judgment, tact, will-power, and general strength must, somehow, be injected into our school government. Picture to yourselves a family in which the father has abdicated the headship and thrown the whole burden of controlling and disciplining the children on the mother, and you have an accurate picture of Uncle Sam's family to-day. The burden of teaching and controlling the youth in school and in the family is upon the women—the men are shirking. Men do not enter the teaching profession generally, because the pay is too small and the work too hard.

There are thousands of men who are preaching, practicing law and medicine, clerking in stores, working in shops or factories, who have tried teaching school and quit because it was too hard work—left it for the women to do. And these devoted virgins sacrifice themselves on the shores of the sea of time to the monster ignorance which comes up out of the ocean of human passion and evil. Oh! that each Andromeda had her Perseus who would, aided by Pallas Athene, goddess of wisdom, and by all the powers of right, rescue her from the monster which demands its yearly sacrifice of virgins. More good, strong, earnest, well qualified men to help bear the burden of teaching and training youth, to rescue our fair maidens from the wear and tear of work too hard for them, and bear them away in triumph to reign queen in the homes of God—ordained teachers—this is the need of the times. This would help to solve the question of discipline in school, in state, in society.

There are in North Carolina latent scientists, statesmen, authors. Perhaps some of them are in your neighborhood. Help to discover them.—*Pres. Chas. E. Taylor.*

The Feeding of Children.*

CHAS. L. MINOR, M. D., ASHEVILLE, N. C.

There are few more important subjects in connection with the rearing of children than the management of their diet; yet many excellent and conscientious parents give but scant attention to the matter, confining themselves to character and mind building and forgetting that the body demands just as much attention as the mind, and is fully as worthy of our care.

When you recall that a good part of the food set before your child will become before many hours a very part of him; when you remember that, were it not for what he eats, the constant waste of the tissues would soon bring life to an end; you can realize how large a share of your attention the selection of that food should claim.

I will begin what I have to say with a short review of the Physiology of digestion, a knowledge of which is essential to a proper understanding of the subject.

Digestion is the first of those processes by which we convert certain quantities of meats, fats, starches, sugars and salts into bone, muscle, glands, brain matter, etc. Its first step occurs in the mouth where the teeth present an admirably adapted combination of knives and grindstones with which to prepare the food for the action of the saliva and for the act of swallowing.

The teeth having divided the food properly, the saliva converts a part of the starches present into grape sugar, at the same time moistening the mouthful, while the cheeks and tongue form it into a round mass. By an automatic action of the muscles of the mouth, this mass is forced down to where the æsophagus, or tube which leads to the stomach, can catch it and, by rythmic contractions, propel it downward into the stomach—the popular idea that the food reaches that organ by gravity being entirely erroneous, as is shown by the fact that a man standing on his head can swallow perfectly well. A consideration of these facts will convince any one of the absolute importance of teaching children how to chew thoroughly and eat slowly, and of training them out of the common American fault of bolting their food. Bolted food, however good the stomach that receives it, must, necessarily, be imperfectly digested food; and imperfectly digested food is food a part at least of whose nutritive value has been wasted.

Here, also, the importance of a careful attention to our children's teeth becomes apparent; for no one whose teeth are imperfect can fully complete that part of digestion which takes place in the mouth, while decayed teeth form a hiding and breeding place for bacteria, whence they reach the stomach, where they often produce serious results.

Arrived in the stomach, the bolus of food joins those which have preceded it, and is at once subjected to an active churning and rolling around, which breaks it up and mixes it intimately with the gastric juice.

This juice is intensely acid, and has as its chief components two ferments, called Pepsin and Hydrochloric Acid, which are secreted by special glands in the stomach wall. These glands are stimulated to activity by the presence of food in the stomach, by hunger and by the odor of food. The saying "it smelt so good it made my mouth water" being but an expression of the effect which the odor of savory food has on the salivary glands in the mouth; and the effect is equally strong, if less apparent, on the glands of the stomach.

The effect of the action of this juice on the mass of warm food (cold retards digestion which can only take place at a good temperature; hence the bad effect of drinking very cold water) is to transform the proteids, or albuminous substances, such as meats and eggs, which in their unchanged form cannot be absorbed by the stomach, into a soluble and absorbable form called Peptone; breaking up, in the process, the connective tissue frame work which bound the fibres together. The resulting mass of homogeneous semi-liquid substance is called chyme, which, after digestion is complete and a certain per cent. of the peptone it contains has been absorbed by the stomach walls, is passed on into the intestine.

When we begin to feel hungry the blood begins to collect in the blood vessels of the stomach, which soon become turgid and full. Until this takes place the stomach is not ready to do its work, every working organ needing blood. Hence the folly of sitting down to eat while fagged after hard work, and more yet of going back to work just after eating; for then the muscles and brain demand the blood for their work, and deprive the stomach of that which it needs. Therefore an hour of quiet should be had after meals. This should never be less than a half-hour.

* Read before the Asheville, N. C., Paidology Club, March, 1899. The feeding of children between the ages of three and sixteen years is treated.

Formerly the stomach was supposed to be the chief digestive organ; but we now know that the digestion is continued in the intestines after the stomach has done its work and prepared the food for this further operation.

The chyme passes into the bowel, where it meets the intensely alkaline intestinal juices; the pancreatic juice, the bile and the juice of the intestinal glands. These render it alkaline, break up and emulsify the fats, rendering them fit for absorption, complete the digestion of those proteids which were not digested in the stomach, and complete the conversion of the starches into sugar. At the same time the bile renders the walls of the intestine permeable to the fine fat globules, prevents fermentation in the bowel, and stimulates the intestines to active movement. The thoroughly digested food is now in proper shape for absorption, which takes place largely from the bowel, though a part was absorbed by the stomach.

The absorptive mechanism shows, like every other thing in the human body, a most wonderful and perfect adaptation of the means to the end. Projecting into the cavity of the intestines are innumerable finger-like processes, called *villi*. Each contains a bundle of fine blood vessels, and a fine tube called a lacteal. The former communicate with the blood vessels of the body; the latter opens through larger and larger branches into the lymphatic system.

After a meal these *villi* are bathed in the chyme, and the blood vessels and lacteals take up a portion of the nutritious part of the mass; the rest passing on to be rejected.

That which is taken up by the blood, partly by osmosis and partly by filtration, is carried through larger and larger vessels to the portal vein, a big vein which goes to the liver. This blood, coming direct from the intestines, is very rich in sugar and other products of digestion. In the liver this digested food is acted on further, and a part of it is extracted and stored up there for future use; while the rest is swept onward to the heart, and is sent out by the arteries to nourish every part of the body. That part of the food which is taken up by the lymphatics is carried to the thoracic duct, a large tube which runs beside the backbone and finally, behind the collar bone, empties into a very large vein shortly before this latter empties into the heart.

Thus finally the products of digestion reach the blood and are sent broadcast over the system, to nourish and build up this body of ours; whose whole life is a constant combat between the building up and breaking down processes, which are forever at work.

It may not be poetic, but it certainly is true, that a good part of the steak, potatoes, butter and salt you place before your hungry boy at dinner is before long a very part of that same young gentleman on whom you squander your affections. Such being the case it behooves you to regard the lowly articles of food with more respect than has been your want and to choose them with the greatest caution.

The physiologists tell us that for the support of life five different kinds of food are needed; proteids, fats, carbohydrates, salts and water.

Proteids are best represented by meats and the white of eggs; carbohydrates are starches and sugars; salts refer chiefly to the all important *Sodium Chloride*, or table salt, though salts of lime and iron might also be noted. Fats and carbohydrates can replace each other; but for a satisfactory diet both are necessary. Of these five, only the proteids contain nitrogen, and experiment has shown that a proper diet must contain from three and one half to four and one half parts of non nitrogenous for every one part of nitrogenous food. The only foods that contain in themselves every thing needed for the support of man are those that Dame Nature has prepared as food for young animals; namely, milk and eggs. All other foods have such unequal percentages of the different elements that, if confined to any one alone, we would, to get enough proteid, have to eat an enormous overplus of carbohydrates or fats, or *vice versa*. Thus on a pure meat diet a man would need to eat four or five pounds of beef to get a proper amount of carbon; while if confined to starches, which are very poor in proteid, he would have to gorge to get enough nitrogen for his needs. On the contrary by combining a variety of articles we can get a proper quantity of each substance without a surplus of any one. Some idea of the relative proportions of nitrogenous to non-nitrogenous elements in different articles may be gained from the following: In beef the proportion is 10 to 17; in milk, 10 to 30; in flour, 10 to 46; in oatmeal, 10 to 50; in potatoes, 10 to 86; in rice, 10 to 123; in butter, 10 to 3000.

The celebrated Munich school of physiology, under Pettenkofer and Voigt, has proven by experiment that the proportion of proteids, fats and carbohydrates necessary per day for a man at

moderate work is: proteids, 118 grammes; fats 65 grammes; carbo-hydrates 500 grammes; or, for a child between six and fifteen: proteids, 80 grammes; fats, 50 grammes; carbohydrates, 400 grammes,—the child needing relatively more carbohydrates, since its growth and constant activity calls for more heat-forming food.

Turning now from the scientific to the practical side of the subject, the first thing to consider is when to feed children.

If the child is healthy, it may well wait till the usual breakfast before taking food. But when the waking hour is unduly early or the breakfast unduly late, a piece of toast or a cracker with a half glass of milk should be given, to prevent the "gone" feeling sometimes felt. Breakfast should never be hurried because of school or other duties following. The breakfast hour should be earlier, so there may be ample time to eat and for a short rest afterwards; for the child who rushes from table to school can digest properly neither what it has eaten nor what it studies. If the dinner hour is between 12:30 and 1:30, as the child's dinner should be, most children will need nothing between breakfast and dinner. But where the bad custom prevails of postponing dinner till three or four o'clock, a light lunch should be eaten about eleven. But the child's dinner should never be postponed to so late an hour. It is an evil not to be tolerated under any circumstances. It is not well for children to eat between dinner and supper, except under special conditions, to be stated by the family physician. All eating between meals should be at regular hours, and not at the whim of the child. Supper should always be light, and for children over four it should be separated from bed-time by a considerable interval. An overfilled stomach causes restless sleep and troubled dreams.

The next thing claiming our attention is *how* to eat—a thing much neglected in this country. However good and well chosen the food, if it be bolted, if the teeth do not do their allotted work, if the saliva be not properly mixed with it before it is swallowed, digestion and nutrition will be incomplete. Yet there is nothing harder to teach our children than slow eating, even when parents do not set them a bad example. If a child be allowed to leave the table as soon as it has finished eating, it will invariabiy bolt its meals in order to get back to its toys. Children should not be permitted to leave the table before meal is over; and if they be encouraged to talk while they eat, they will both digest better what they eat and enjoy it more. The solitary, silent eater generally becomes a dyspeptic.

Several other things are worth considering here. Most children tend to form the habit of taking unduly large mouthfuls of food. This is not more a matter of manners than of health. Large mouthfuls are less likely to be well chewed and more likely to be bolted. Children should be taught to eat what is set before them, and not permitted to persist in asking for things they want. This does not mean that a child should be compelled to eat what is put on its plate, without any choice; it means that it should learn to follow the wiser judgment of the parent. This will prevent difficulty in dieting in time of sickness and will enable the parent to aid in forming a proper taste for wholesome foods. To accomplish this, only firmness and good judgment are necessary, not harshness or unyielding sternness.

How much shall a child eat? A child of three or four years needs one-fourth as much as an adult, and, often, more; an active child of fifteen needs as much as a full-grown man. A child is much more active than an adult man or woman and the changes in its tissues are much more rapid. This creates a demand for a large supply of the most nutritious food.

But the chief question is *what* to feed our children. After the first year we begin cautiously to add to the baby's milk diet, but it is not until the second year that the child is really ready to chew its food properly. From this time on it is wise to bring it to the table and to begin by degrees to accustom it to a general diet. Two extremes are to be avoided; that of allowing the child to eat anything its parents eat, and that of so restricting and coddling it as to make it in the future unable to eat a good variety of food. Too great fastidiousness in eating is a very great misfortune.

The dietary of a child two or three years old should include an abundance of good milk, not too rich (Jersey milk is generally ill tolerated by children), meat once or twice a day—or eggs or fish—a good allowance of good, digestible green vegetables, and a fair amount of starchy foods; though this latter is usually overdone rather than underdone. Few children have too much meat, while many have too much starch.

This overdoing of the starches is easy; for grits, potatoes, corn, rice, oatmeal, etc., are so much

easier to get and prepare than vegetables that the weary housekeeper finds herself unconsciously falling back on them.

Beef is the best of all meats, and till the child is six or seven years old it should be served in the form of scraped or minced beef. A younger child cannot be trusted to chew it properly. Scraped beef is made by scraping across the surface of a raw piece of round steak with a table knife. The tenderer pieces are not so nutritious. When a sufficient quantity of meat jelly is obtained, form it into a cake and broil enough to brown the outside, leaving the inside rare. The Enterprise chopper also prepares it very well. Such a cake as this should constitute the dinner meat on most days in the week. Finely minced chicken and, occasionally, mutton may be substituted. Pork is too strong for the child's stomach, and an undigested lump frequently causes an attack of convulsions. Veal is less indigestible, but is better avoided.

Fried meats, as indeed fried food of all kinds, are absolutely prohibited; the process of frying impregnates the food with hot grease, which renders it impervious to the digestive fluids. Crisp breakfast bacon in small amounts is a good relish, and an exception to the rule of fried foods.

Liver is far too rich for the child's stomach, but sweetbreads are both digestible and nutritious; kidney is not to be eaten. Fish of the less rich sorts, if well cooked, is good, especially for breakfast—though it should not be relied on to increase the child's intellectual acquirements.

Green vegetables are very necessary for children. Spinach finely hashed, and not in coarse strings, as so often seen; celery well stewed, brussels sprouts and cauliflower, string beans, asparagus tops, young peas, young onions and, though some authorities disapprove of them, tomatoes well stewed, are all excellent; but carrots, beets, turnips and cabbage are to be avoided. They are too hard for young stomachs to digest.

Fruits, both fresh and stewed, should have a prominent place in the list. Oranges, apples, peaches and grapes, if the skins and seeds are not swallowed, should be freely given fresh; but bananas, despite their great nutritive value, are too hard to digest, and it is wise to prohibit cherries. Small fruit, if perfectly fresh, (I mean strawberries, raspberries and blackberries—not huckleberries or currants) are good. Stewed fruits are an admirable addition to the breakfast or supper. Apple sauce, stewed prunes, and the simpler jellies and preserves, if not given too often, are valuable and always welcome to the youngsters. Of the starches, potatoes are the commonest element of children's diet, and the least satisfactory, save in moderation and when baked. Rice, macaroni, and grits (if not the large, coarse sort) are good; but sweet potatoes are apt to ferment and give trouble; they should never be in a dietary before the tenth or twelfth year.

At breakfast oatmeal or some other cereal, best the prepared ones, like wheatena and its congeners, are good. They should be eaten with milk or butter, but with only a little sugar. A child can be happy without sugar, if only its parents don't teach it to demand it. Sugar is valuable as a heat producer, but should be eaten only in small quantities.

Bread if slightly stale, or if toasted, has great nutritive value, and its proportion of proteids to starches and sugars is just correct (10 to 46); but, if allowed in the inordinate amounts some children desire, especially if too fresh, it is apt to cause starchy dyspepsia, with fermentation. It is best to use it only at breakfast and supper. Crackers are good and make a convenient form of bread. We often forget to salt children's food properly; they need a good supply of salt and should be taught to like it. Most people do not drink enough water during the day to wash out their system; children should have access to good drinking water at any time they wish it. No wise parent ever gives any child under fifteen tea or coffee, the alkaloids they contain being only harmful for the growing animal. Nuts are forbidden; but a little pure candy can do no harm, if given only after meals and not over three or four pieces at a time.

To make a dietary for a growing child is no easy task, but the following may serve as a basis for a child of from three to ten years. Of course there will be infinite variations.

BREAKFAST. Begin with half a sweet orange or half an apple, the latter scraped, if necessary; follow with a small dish of cereal with milk and a very little sugar. A soft-boiled egg or a little chicken hash or fish, one or two pieces of bread and butter, and a glass of milk ought not to overfill the small stomach; and if the child lives, as every child should, an active out door life, it will be easily disposed of and leave him hungry for dinner. A second glass of milk may be allowed.

DINNER. A soup, if not too rich, followed by a meat ball or a helping of good roast beaf, varied

at times with chicken or other proper meat. With this should go one starchy dish and one green vegetable as well as a glass of milk. The occasional dessert should be plain and simple. Pies and rich dishes should never be allowed. Ice-cream, when pure, is an admirable dessert, the melted part rejoicing the child as much as the colder, and perhaps less desirable, hard part. Simple bread or tapioca puddings, apple float, brown betty and the like give plenty of choice to the careful mother.

SUPPER, which must always be light, had best consist chiefly of our old friends, bread and milk, in some form, and some simple stewed fruit, like apple sauce. Till children reach seven it is better that the supper be in the nursery, quiet at the end of the day, especially for our nervous American children, being very desirable.

After ten the selection may be extended wisely, but children should not have the table thrown open to them till sixteen.

While I cannot think that to teachers and intelligent mothers I have told anything startlingly new, I trust I may have said what may be helpful to some one in her efforts to make the children God has entrusted to her care sound and healthy men and women.

In the training of your children, you have a task than which no nobler has been entrusted to mankind. You are fitting the rising generation to acquit themselves like men in the battle of life; you are preparing human beings to fill worthily and properly their place in this world and in the next.

Does the daily exemplication of the precepts we would have them live by seem difficult, the daily teaching of new truths seem weary, the daily thought for what they shall eat seem petty and unimportant? If in your tired moments they seem so, pause a moment and think what it is all for; you are helping to build a character which when temptation comes upon it, shall resist by the strength of the moral training it was your privilege to give; you are forming a man who in the future when success shall be his, when the world shall shower praise and rewards upon him, shall say as so many have before, "Not mine the credit, but the mother's whose training helped me to succeed;" you are building a body whose soundness shall make it a fit receptacle for the mind and the soul when the stress and strain of life comes upon it.

Do not tell me that the training of the body, the part of which I have talked of today, is insignificant compared with that of the other two. The three are indissolubly united and cannot be separated, and the mother who cultivates the one to the neglect of the other is failing in her God-appointed task.

Let us hope that the purpose of your society will be imitated wherever there are mothers who feel the glorious responsibility that is theirs, until every woman in this broad land shall feel as you do the honor and importance of her task, till the children are everywhere studied with the earnestness of purpose that marks your work; then shall we say of all mothers as now we do of some, "Their children rise up and call them blessed."

Best Sayings of the Nation's Educators.

Condensed from the Proceedings of the National Educational Association, Los Angeles, California.

The National Council of Education recommended that $1,200 be appropriated from the treasury of the National Educational Association for the payment of prizes for essays on the following subjects; $200 being paid as first prize, and $100 as second prize on each subject: (1) Seating School-rooms; (2) Ventilating School Buildings; (3) Lighting School-rooms; (4) Heating School Buildings. This action was taken on the recommendation of a committee appointed at the Chattanooga meeting of the Department of Superintendence, W. T. Harris, United States Commissioner of Education, chairman. We hope some of these prizes may come South.

Prof. L. D. Harvey, State Superintendent of Public Instruction of Wisconsin, read a paper recommending a university trust. No college should undertake to do graduate, or university, work until it has made ample provision for its undergraduate work. When graduate work is undertaken, it should be only in some one specified department, leaving similar work in other departments to other universities. For example, one should offer graduate work in languages; another in mathematics; another in some branch of natural science; another, in another branch of natural science; another, in sociology, etc. This would permit each to concentrate all its strength on its special department, thus offering better opportunities to students in this department than any one can offer with its stength divided among a dozen subjects. By mutual

agreement the various departments might be assigned to the several universities. This might be especially valuable in those departments requiring expensive laboratory equipment.

Dr. Nicholas Murray Butler, discussing the educational progress of the year, said there are two series of events which mark the tendencies and movements most manifest among us. These are the striking additions to the literature of education, and the study and thought which have been devoted to the problems of public school organization and administration in large cities. In a dozen of the most important cities in America the attention and thought of the public have been centered on the readjustment of public school administration to meet the demands of the changing conditions of the times, and everywhere there is real progress.

In speaking of the magnificent list of books on education issued from the press within the year, Dr. Butler said:

Nowhere in these books is there a note of pessimism or despair, nowhere is sounded the trumpet of revolution, nowhere is waved the red flag of anarchy. Neither human nature nor democratic institutions are given up for lost. All, on the contrary, are creative, hopeful; and all see a future full of promise. They have faith, and they impart it. I like to think that in this highly important respect they represent the best thought and the most wide-spread popular instincts of our time. With such an exposition of education as is theirs all can hardly be lost.

Summing up the present status of educational thought and activity, Dr. Butler said:

The conviction of the importance of real education is stronger than ever before, and the efforts to attain it are more widespread and more earnest. That questions of educational organization and administration should be everywhere most prominent just now, is significant of the importance of the demand for efficiency and effectiveness, as well as of the readjustment of the entire educational scheme to the present needs and capacity of the public. These matters are as important in their way as topics touching education on the more philosophical side are in theirs. The conception of education as a process based on the history of civilization and making demands upon the whole power of the community as well as upon the entire capacity of the child, is not now seriously challenged. This conception of education alone stands the test both of experience and of philosophical scrutiny. It is the characteristic insight of the closing years of the nineteenth century. It remains for the twentieth to apply it in all its fulness.

Dr. Elmer E. Brown, of the University of California, discussing the relation of the public school to the poorer children of the cities, said:

It is the glory of the American schools that they afford to the very poorest an opportunity to get that liberalizing education which was once solely for the rich. But we ought not to be bound by old conditions. We are recognizing the fact that all the interests of man are closely related. We are not willing that a school should minister to only one part of man's interests. The artificial stratum which separates the school from the home should be destroyed. The school of to-day has something to say for the side of a man's interest which has to do with his industrial life and his home-making. In liberalizing education we should liberalize the practical side. I have sometimes thought that if in the schools in the working districts the whole afternoon were devoted to instructing the children in practical things that the child's real education, his rounding-out on every side, would be more genuine and more successful.

Hon. Thomas J. Kirk, State Superintendent of Education of California, speaking of the problems before the teachers:

The child is the ward of the state, and the state for its own preservation must insist upon an intelligent citizenship. The state, therefore, must furnish all that is necessary to the education of the child, even though that should be its entire support.

The present century has been called the age of public schools; the next may be the age of public education. The nations of antiquity had their great scholars and profound learning, while the masses were left in dense ignorance. The middle ages established great universities, but all preparation for them was at private expense—only the favored son of wealth or the special beneficiary of charity could become an educated man.

To-day all grades of schools are open alike to the prince and to the pauper. The democracy planted in America has diffused its spirit even into the monarchies of the old world, and their governments are being popularized in everything but name. Free public schools and popular government must ever go hand in hand. The system of free public schools had its origin and growth in America; it is fast establishing itself in every country of Europe. But education is never completed in schools – not even in the halls of college.

"Life is constantly presenting new problems, both for the individual and the nation. The correct solution of these demands continued study. The public as well as the children need educating. A free press is a powerful educator to him who has been trained to discriminate and to think as he reads. Public parks, museums, libraries, art galleries are great educational agents. It is for us, the teachers, so to connect school work with these institutions that the intellectual growth begun in school may continue through life. We shall thus make the twentieth century the age of public education.

Dr. Emerson E. White of Columbus, Ohio, speaking of the dangers threatening our schools and our civilization:

Two opposing spirits are struggling to dominate American education—on the one side the spirit of mechanism and uniformity, and on the other the spirit of individual opportunity and attainment. True school progress lies in neither of these extremes, but in their harmonious correlation and blending. The vital conditions of fruitful progress in education are: (1) the possibility of individual communities freely realizing their highest school ideals; (2) the freedom of teachers to teach according to their best judgment, conscience and power, and (3) the wise subordination of the demands of uniformity and system to the interests and rights of pupils.

From the annual address of President E. Oram Lyte:

A subject to which we might devote our attention with considerable profit is the subject that, for want of a better name, may be termed "continuation schools." All our elementary schools are necessarily intended for children. Public schools are conducted for children of school age, and not for those of a more advanced age. Persons with means for pursuing their work, or with a burning desire for knowledge, may be able to continue their studies in higher institutions, but the large mass of men and women practically stop their conscious education when they leave the school-room. Is it not possible for a plan to be prepared that could be put into practical operation in all our larger cities and in many of our smaller ones, so that young men and young women who are compelled by circumstances to go to work to earn a livelihood would at the same time have the opportunity of continuing their intellectual work under proper guidance? * * * A strong nation is made not by barracks for troops, but by school houses for children; not by recruiting officers, but by schoolmasters; not by rifle cannon and Mauser bullets and war vessels, but by books and newspapers and churches. That nation is strong whose citizens obey the law without seeing a standing army behind the law. That nation is strongest whose laws are based on divine law, and whose citizens obey both divine and human laws because they are right.

Dr. William T. Harris, United States Commissioner of Education, in an address upon "An Educational Policy for Our New Possessions":

A people is civilized when it has formed institutions for itself which will enable each individual to profit by the efforts of every other individual and to be aided by the experience, the wisdom, and the thought of others. There must be an increasing rational self-activity which contributes through industry or through thought to the well-being of other men and of the world. The degree of advancement of a nation is indicated by these things.

If one-half the citizens of a country grow up illiterate, and unable to profit by the books and experience of the race, that nation is surely inferior to one of whose inhabitants three-fourths are able to read. A nation the average daily earnings of whose citizens is only 20 cents a day is certainly inferior, so far as mastery over nature is concerned, to one each of whose citizens earns 30 or 40 or 50 cents a day.

Civilization enables men to conquer nature and make it his servant; to command the services of its forces, such as light, heat and electricity; of its elements, the plant world and animal life; to command the forces of nature for clothes and shelter, and for his comfort and convenience. Civilization should give access to the history of the race, to its literature, science and art, to its various inventions, and to its religious and moral ideals. It should give man command of the earth and of the fruits thereof, and of the experience of the human race.

A nation is higher or lower according to its degree of conquest over nature and its power of complete intercommuication with the world. No nation that is without railroads is so high in the scale of civilization as the United States. No nation without steam engines to perform its drudgery is so high as the nation that has them. No nation that is without printing presses is civilized. That nation which has the most printing and the most books and which reads the best books the most is the highest. Civilization should make it possible for each man to see history-making, day by day, as chronicled in the newspapers, and to acquaint himself with the experience of the past. There has been an enormous advance in the past 100 years in the facility with which the world is made acquainted with the progress of civilization. In 1799 one could hope to know a good deal about important events within half a year of their happening. Now it is possible to know about important events within six hours.

Another criterion of civilization is its universality. Mastery of nature and knowledge of the achievements of the race may be far advanced in a country, and yet be confined to the few, and not available for all. Such a country is lower in the scale of civilization than that which allows each citizen to participate in its blessings. The nation which allows self-government to the humblest is higher in the scale than that which confines government to the privileged few.

The highest ideal of civilization is that it should be engaged in elevating the lower classes into a participation in a good and reasonable and increasing self-activity. With this increase of self-activity there should come an increase in creature comfort and an increase in spiritual and mechanical intercommunication.

From the report of the National Council Committee on the Relation of the Library to the School:

At the present time, when every district school and village hamlet has a public library, and the Pierian spring of knowledge flows so largely for the common weal, the relation of the library and the public school, and the best methods for systematic reading are of more than ordinary interest to the general public. The time was, not long ago, when libraries were few and their efficiency at a low ebb, but, with modern methods of circulation and the increased interest on the part of the people in education, the library has come to be a very important factor in the life of every municipality. In its report the committee recognizes this fact, and has the following to say regarding the interdependence of schools and libraries:

"The education gained at school must, with the great majority of people, be meager at the best. This may be, and should be, supplemented by extensive reading after the

school life is finished. If this work is to be done well, and under favorable conditions, the pupil must, while in school, not only be trained to like good literature, but also, if possible to use a public library intelligently."

The library must be regarded as an important and necessary part of the system of public education. It is said that not more than one in 500 of the inhabitants of Massachusetts are without library facilities. This should be the condition everywhere, and may be at no very distant time, if those who should be most interested—the teachers of the country—will make a unanimous, persistent and continued effort in this direction. There is nothing that appeals to people more generally, or to which they will respond more readily and liberally, than an effort to establish free public libraries, if the work is carried on with good judgment.

The teachers of a town should know the public library, what it contains, and what use the pupils can make of it. The librarian must know the school, its work, its needs, and what he can do to meet them. He must be able to supplement and broaden the work of the teachers of geography, science, history or literature. He should meet the teachers from time to time and become generally familiar with their work, and they should meet him and become familiar with the library, what it contains, and its methods.

The librarian should make frequent bulletins for school use. He should make lists for collateral reading in history—not merely works on history, but biography, historical fiction and poems treating of historical events.

Children must be directed and trained in regard to their reading. They can no more be trusted to get their own knowledge of and taste for literature, unaided, than they can to get their scientific and mathematical training in the same way.

If it is the duty of the state to see that its citizens know how to read, it is certainly no less its duty to see that they are trained to do the right kind of reading; otherwise, the ability to read may be harmful rather than beneficial, both to the individual and to the state.

Dr. Elmer E. Brown, University of California, on Art in Education:

A "cultivated" person is one who is not only learned, but whose learning is touched with a certain fineness of quality which renders it peculiarly significant and human. In the sense of the beautiful, and whatever gives it strength and clearness, there is a subtle and pervasive sort of literature which goes with its possessor wherever he may go, it pervades and invigorates and vitalizes a man's thought, whatever it be that he thinks about. We can have no patience with an education which merely effects a man piece-meal. We are constrained to seek after those things in education which are far-reaching, universal, re-creating.

Hon. L. D. Harvey, superintendent of Public Instruction of Wisconsin, on Fundamentals in Teaching:

First.--The teacher must have in mind a definite purpose, or purposes, to be realized in the next recitation.

Second—The teacher must have in mind the things which must be known or done, in order that the purposes may be realized.

Third—The teacher must determine what of the things falling under No. 2 the pupil now knows or can now do.

Fourth—He must determine what of the things enumerated in No 2, the pupil still has to learn or to do, and the order in which they should be known or done.

When these four things have been determined, the teacher is ready to consider the question of how these things shall be taught or learned, and until these four things are determined, any consideration of the how is a putting of the cart before the horse. Other things being equal, the best teaching is always done when this order of procedure is followed by the teacher, either consciously or unconsciously, perhaps best when unconsciously followed.

Mary F. Ledyard, Supervisor of Kindergartens, Los Angeles, California, on Relation of Imitation to Originality and Freedom:

If wisely guided, the imitative spirit will draw to the surface all the delicate tendrils of the child's spiritual nature, and twine them firmly about the foundations of character and mind structure. Froebel, realizing this, seized upon the great principle of creative activity—recognized and educated the imitative faculty to a point where new combinations were possible, and the impulse to discover and reconstruct and recombine meets the purely imitative impulse, and then leads on to what the child may feel to be a discovery, though, in point of fact, it may be but the product of a duel between two imitations. However this may be, he obtains combinations new to him and perfectly delightful. He is becoming self-regulative and gains new control over both himself and his material.

The progress of the race toward freedom has been along exactly the same lines. Our civilization of today is but a product of all that has gone before. The few great men who have through imitation first caught the spirit of the achievements of the past and assimilated them to such a degree that they could build thereon, find new adjustments and bring forth products that open new windows, letting in floods of light upon the world. Such are freed men.

Principal G. B. Morrison, Normal Training High School, Kansas City, Mo., on "Do Our High Schools Prepare for College and Life?"

High schools fail to prepare for life to the extent that they treat language as anything else than a vehicle of thought, drawing as anything but a sort of universal language, and mathematics as other than a device for measuring quantity. The thought side in our schools should be strengthened by using fewer books and more laboratories; the expression side by the constant practice of portraying daily experiences by words, drawings and figures. The thought and the industrial sides of education in our schools need strengthening by training in the manual arts.

Prof. E. G. Lancaster, Colorado College, on the Period of Adolescence:

The mental life of the adolescent is distinct from the mental life of the adult or child. Adolescence begins when the primary, unthinking life of the senses of the child opens up into the broad secondary mental life of meditation, reflection and construction. It means the maturing of the intermediary nerve centers. The period is characterized by emotional stress and enthusiasm. Individuality and personality are fully felt for the first time. The child rapidly comes into the inheritance of the full human being. Life reaches the grandest levels. The ideals are high and in imagination the youth is living out those ideals. It is the most critical, even the most tragic time of life.

Misunderstanding of the new life and the new forces stirring in the child is ruinous. The psychology of the period is not caused by the development of sex, nor always closely contemporaneous with sex development. The brain centers may mature years before or after puberty. Every boy and girl shows these adolescent symptoms unless the vitality is sapped by overwork or bad habits, or unless the brain potentiality is naturally very low.

The matter of home discipline is of great importance. Ideals, not commands, should be given. The adolescent resents the treatment of a child and responds to the treatment of full maturity. A boy of great energy must have a legitimate outlet. Don't sit down on the safety valve. Discouragement often leads to despondency, and suicides are very frequent. The adolescent needs care and sympathy more than at any other period of his life. A desire to leave home is natural, and may be satisfied by a short visit. The rapid growth demands good nourishment. At home the adolescent should be treated as an equal.

Superintendent F. Louis Soldan, St. Louis, Mo.:

Public education must prepare the future citizen to take his place in the new world of state and society that is forming about him. School progress has been in the last twenty years clearly in the direction of action. The kindergarten for the last twenty years has demonstrated the value of educating childhood by doing. All methods of teaching in the common schools aim more and more toward connecting knowledge with life, and methods of teaching with that free activity toward which both the natural interests of the child and the genius of our people tend.

Superintendent Frederick Burk, Santa Barbara county, California:

It is one thing to know a fact, but quiet another thing to prove it logically. The distinction between the order of logical proof and the the order of first discovery is clearly a vital one for pedagogy. We force upon the child the methods of proof, when he needs the method of discovery. With children certain very illogical methods have often produced very successful results.

President E. A. Bryan, Washington Agricultural College, on Economic History.

How intensely have we scanned the pages of history to find the sayings and doings of heroes and demagogues, who have helped forward the cause of human progress, but how ignorant are we of the history of industries which have made life, happiness and progress possible. What do you know—what does the race know—of the development of agriculture? As it has flourished, life, health, comfort and hope have filled the land.

A gentleman from India told me a few days ago of the methods of wheat-raising in that land. The same forked stick for a plow, the same primitive methods throughout, that were practiced in the days of Abraham. You who wish to devote your intellect and genius to the welfare of the race, have you thought of the possibilities of so doing by improving the means of the food supply, through the progress of the science of agriculture?

What do you know of the history of the manufacturing industry, of transportation, of domestic and international trade with all their paraphernalia of money, and banks, and systems of credit? Is it that all these things are so simple or so well known, or that the history of these things has had no lesson for man? Has the past no lessons for us in these things that so nearly concern our life and happiness? Modern revolutions are industrial revolutions. Modern wars are commercial wars. Statecraft and diplomacy, legislation and administration, are determined by industrial considerations. Shall the one who undertakes these tasks do so without the preparation which economic history alone can bring?

The historical investigation of industrial phenomena opens up a new and useful sphere and affords an opportunity for the betterment of present human conditions. We are now in the midst of a great social ferment. The labor and money questions are pressing upon us. The method by which corporate power may be made a useful tool of society, on the one hand, and may be prevented from becoming a destructive force on the other is being eagerly sought for. These questions seem new, but they are not new. Society has for ages been struggling with them. History gives us the opportunity of employing the inductive system, and if we do not arrive at a set of general propositions universally true, we will arrive at a sound practical wisdom of the highest consequence.

N. C. Schaeffer, State Superintendent of Public Instruction of Pennsylvania, on the "The School in its Relation to the Higher Life."

By increasing the earning power of the individual, the school lays the foundation upon which rest the higher activities of the soul, for it is a mockery to speak of culture and education to a people whose vital energies are exhausted in the struggle for bread. Knowledge does not gain in value as its usefulness diminishes. On the other hand, education should aim at something higher than utility. If it does not aim at developing the ability to enjoy the things of the higher life it cannot be too severely condemned.

The school takes the first step in promoting this higher life, when it makes the pupil think. It is the province of the school not merely to fit the pupil better for bread-winning and to increase his earning power, but to prepare him to think the best thoughts of the best men as enshrined in liter-

ature; to see and think God's thoughts as they are embodied and expressed in all creation; to enjoy the things of the mind; to appreciate the true, the beautiful and the good; to live the life of thought and faith and hope and love. In this direction lies the mission of the school in its relation to the higher life.

A. E. Winship, editor of the New England Journal of Education, on Professional Sentiment.

Teachers need the relish of professional sentiment for the good of the schools, for the advancement of their interests, and for individual satisfaction, prosperity and influence. Sentiment is all aglow. It kindles life and imparts spirit. Physically it is a rejuvenating force. Intellectually it is scintillating. Emotionally it throws a halo over all duty and responsibility. Teaching, more than any other vocation, needs the physical, intellectual and emotional benefit of the relish of sentiment. The juiciest steak ever grilled makes better fibre and force if it has the relish of pepper and salt. So teaching, the highest if not the holiest of professions, does most for the child, for the country, and for God when one teaches with a relish. Teaching is a frightful strain. An overburdened curriculum, and unduly stimulating intellectual tonic, unreasonable financial demand, with the terrors of political interference, are a combination which may well make any teacher desperate. * * * Teachers cannot enjoy the luxury of professional sentiment until the remuneration is such that anxiety about a living is removed; until the possibility of being unceremoniously and unrighteously deposed is a thing of the past. The base line must be security in position, with a salary that shall remove all anxiety. Teachers cannot enjoy the inspiration of professional sentiment so long as there is reasonable doubt that capacity and merit will be the test of employment and promotion. The whole nation should rise up as one man and insist that elections, re-elections and promotions shall be for merit. Then may we expect and insist that teachers shall prepare themselves for their high calling; that they shall study in their profession as do lawyers and physicians.

Superintendent H. C. Kratz, Sioux City, on Fatigue in the School:

Psychologists tell us that with the normal pupil, mental fatigue from the school work is quickly induced and also quickly passes away. Mental efficiency, or the increments of skill gained through mental training, is much more permanent in its character, und is not soon lost. If this be true, in order to attain the highest possible maximum of mental efficiency with the greatest economy of effort, provide the working periods of the school-room with more frequent rest periods, and thus secure, through this power of the mind to recuperate rapidly, an almost continuous high state of mental vigor.

Change is rest. Weariness in the sense of sight can be partially relieved by exercises which appeal largely to the ear, or to the use of the hand. The strongest possible contrasts should be made in the arrangement of the daily programme and the wisest adaptation of difficult subjects to the best working hours of the day.

Much wasted energy can also be husbanded by more wisely training pupils how to study. The utilization of interest in a greater degree than heretofore promises much relief from the past weariness and drudgery of the school room. Dislikes, antagonisms, adverse undercurrents of feeling sap energies which should be utilized in fruitful school work. Education from this point of view is to direct nervous energy into right channels and to keep it out of wrong ones.

Every idea that enters a boy's mind is accompanied by some tendencies to motor activity. In fact, he has not thoroughly comprehended it until it has set every power he possesses, both of mind and body, into sympathetic action. Play on the school ground under supervision, with its freedom and self-control, its spontaneity and self-restraint, its exhileration and self-expression, is not only the best tonic for rapid recovery from mental fatigue, but also possesses great value as an educational process.

Superintendent W. L. Hailman, Dayton, Ohio, on the Development of Purpose:

The fundamental requirement in the development of purpose is sense of power.

Joyful activity—and this alone can secure growth—implies freedom to do, the achievement of purpose. In its necessities and compulsions lie all healthy restraint. This is the gist in the problem of education; so to adjust the pupil's environment that he may engage in right activities, freely, successfully, joyously; that all invitations to such doing may lie toward greater strength, health and benevolence.

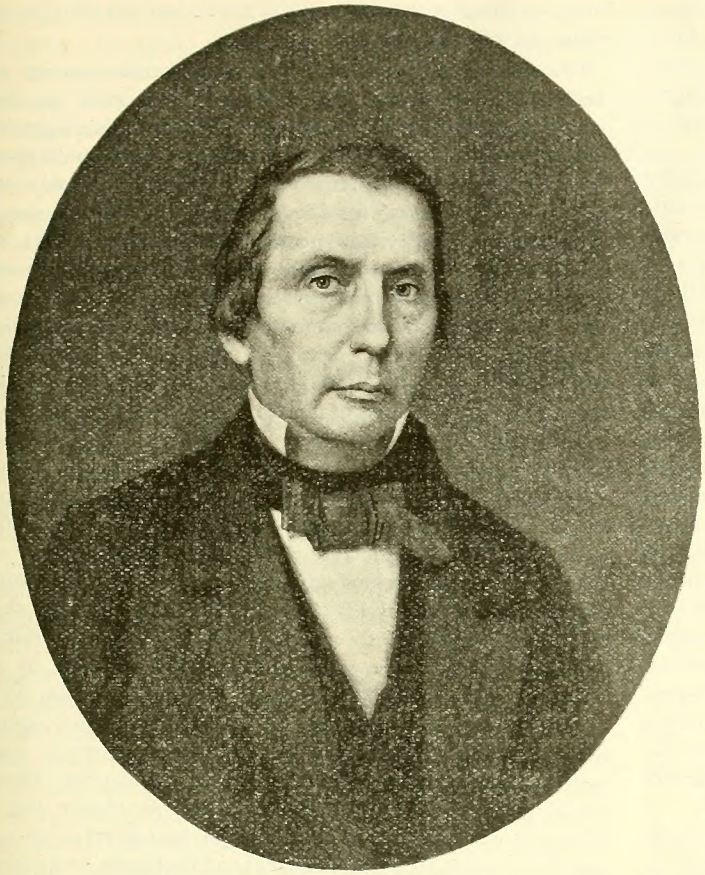
The school must lead the pupil to efficient practical life through an efficient and a more or less ideally full life, adapted to his growing powers and scope.

His education is not a preparation for life, but an earnest, joyous living into life. Every mental act is stimulated, strengthened, enriched, spiritualized by manual activity. It is by the sense of touch and by a variety of muscular movements, of which the head is the chief organ, that sensations lose their barren, subjective character, and are lifted into a fruitful, objective reality. Without this reality, interest, purpose, hope, aspiration and the will are unthinkable. Manual training in advanced schools effects a notable gain of interest and power of assimilation and retention in all studies, and, consequently, a notable saving in time and effort on the student's part in the accomplishment of his tasks.

C. C. Young, Lowell High School, San Francisco, on the Use of the Library in the School:

The teacher can fall into no greater error than to imagine that "education" is a thing which is carried on by himself alone. The educative forces in the world are not one, but many; not simple, but complex. The most that the school can hope to do is to so co-ordinate these forces as to increase the efficiency and harmony with which they shall work together in the mind's development. It must ever be borne in mind that the great end of education is not utilitarian but moral—the foundation of character and the training for citizenship.

From these principles it follows that this life education with these aims must very largely be carried on by means of reading. If, then, the reading of good books is thus educative and uplifting, it must follow that the child should, from the very first, be taught the right use of books, for the reading habits which the child acquires will be ever those which the man possesses.



David Lowry Swain.

DR. KEMP P. BATTLE, UNIVERSITY OF NORTH CAROLINA.

It is my object to give, not a biography of David L. Swain, but only such a sketch as will show his influence on the educational development of our state.

Born in Buncombe, January 4th, 1801, he was educated by that excellent teacher, Rev. George Newton, and then by Rev. F. H. Porter, of Asheville, to enter the junior class of the University. He spent only a few months within its walls, and then concluded to embark at once on the study of the law. In his profession he was very successful, and, soon going into politics, became a Representative in the Legislature. Here his talents and winning manners won for him the office of Solicitor of the Edenton Circuit, and the next year Judge of the Superior Court, and on December 6th, 1832, began his first term as Governor of the state. He was re-elected in 1833 and 1834, the constitution of 1776 only allowing three successive terms. His last term expired December 10, 1835. He was, while Governor, member of the very important constitutional convention of 1835, which settled the acrid controversies between the Eastern and Western sections of the state. In all these offices Governor Swain was conspicuous for his industry, faithfulness and intelligence, as well as bonhommie and tact. He advocated state aid for building railroads, the revision of the statutes, which was effected and printed in a volume called Revised Statutes, public education and other important measures.

President Joseph Caldwell, after a lingering illness died on 27th of January, 1835. The University was at a low ebb. The Trustees had been unfortunate in managing the finances. Trusting to receive great sums from sales of their lands in Tennessee--some given by Smith and Gerrard, the far greater part being escheated land warrants of soldiers, who died without heirs—they had erected buildings and employed professors, at a cost far exceeding the receipts. Some professors resigned. The number of students diminished. Fortunately, a western land boom came on. Speculation was rampant. The Trustees resolved to sell the residue of their lands for cash. Charles Manly, the Secretary and Treasurer, was sent with full powers. A sale was effected; and after paying debts amounting to $40,000, an endowment of about $150,000 was secured, two-thirds of which was invested in stock of the Bank of the State of North Carolina, bringing eight per cent. interest. The University could now guarantee the payment of the salaries of her officers.

Preferring not to return to the practice of the law, and his wife not wishing to live in the mountains, Governor Swain intimated his willingness to accept the Presidency. Some objection was made to his want of scholarship, but the Trustees concluded that there was urgent need of a man of executive power, of a man of wide acquaintance in the state, of a man of popularity and energy, of a man who had shown in high office great ability and integrity, and the power of managing men; and without misgiving he was elected on November 21st, 1835. His salary was at first $2,000, afterwards $2,500 and a residence. He entered on his duties in January, 1836.

The number of students rose from 89 in 1836, to 142 in 1837, and 169 in 1838. The subsequent increase up to 1850 was not, however, in proportion to the increase of population, and better facilities of travelling. There was much financial distress. Cotton was as low as five cents a pound in 1844 and in 1845, and prices of other products were little better. Manufactures had made little progress. After 1850 prosperity in the South rapidly revived and railroads were extended. In 1853-'4 there were 281 students, of whom 220 were from North Carolina. In 1857-'8 the maximum was reached, 461 in the total, of whom 168 were from beyond our limits. In 1858-'9 there were 456, of whom 178 were not North Carolinians. Many of them were descendants of North Carolinians who had settled in the South-west, and now sent their boys to the old home university.

The effects of the dark shadow of the coming war began to be felt in the decreased numbers. In 1859-'60 there were 430; in 1860-'1 only 376 were on the catalogue, but very many of them were hastening to the front before the commencement of 1861.

The following facts show the blow to higher education by the disastrous struggle. Out of the 95 Freshmen who matriculated during the two terms of 1858-'9, only twelve; of the

80 Freshmen, who entered in 1859-'60, only one; and of those entered in 1860-'1, only five remained to receive their diplomas four years later. Nearly all the others were in the army. Of the Faculty six volunteered, and four were slain. Counting those who had been members, fourteen were in service, one-half of whom lost their lives. Dr. S. B. Weeks has made an exhaustive study of the part taken by the University in the civil war. He has counted 312 who were killed in battle or died in service. There were probably 2739 of matriculates from 1825 to 1867 alive in 1861. Of these, 1078 were in the Confederate army. Of the graduating class of 1860 there were 82 members living in 1861, eighty of whom entered the Confederate service. Of these eighty, twenty-three, or nearly 29 per cent., occupy soldiers' graves.

The University, by the unconquerable perseverance of President Swain, was one of the few that kept their lights burning during this dark and bitter period. For a few months after the conscription law was passed he procured exemption from service of the few remaining students, President Davis saying that he "would not grind up the seed corn;" but as new hundreds of thousands were added to the Northern army, the exemption was recalled, only a handfull of the very young or infirm answering to their names at prayers or recitation. During the session of 1864-'5 there were only 60 on the rolls, of whom about a dozen remained to witness Kilpatrick's cavalry march into the village. While soldiers swarmed through its streets the bell was regularly rung for prayers and recitations. At the commencement of 1866 only three seniors mounted the rostrum to receive their diplomas.

As the personal and official prosperity of President Caldwell culminated in 1824, so that of President Swain culminated in 1859. He had recently been honored with the degree of LL. D. by Yale University. The fame of the institution under his charge extended throughout the western educational world. The President of the United States, with his Secretary of the Interior, a University graduate and member of its Faculty, Jacob Thompson, and with numbers of the best men and women of the land, graced the Commencement. The financial condition of the University was sound. The Faculty was able and harmonious.

From that year the troubles of the worthy President began, troubles personal and official. The health of his oldest and favorite child, a daughter remarkably gifted in intellect, became hopelessly impaired. His sense of hearing became more and more dull, and showed symptoms of total loss. As signs of the coming strife became more and more vivid, the number of the students began to fall off.

War began, and there followed four years of most painful anxieties. While he had private means sufficient for his own support, the salaries of his Faculty, paid in depreciated currency, did not furnish the necessities of life. At the end of 1862 a professor's salary was worth sixty barrels of flour; at the end of 1863, twenty barrels; at the end of 1864, nine barrels, and in the spring of 1865, about four barrels. The Trustees came to their relief to a small extent by giving them leave to cut fuel from the University lands, but even with this aid, their privations and hardships were a sore grief to their President, whose kindness of heart was a conspicuous trait. Add to this the fact that the report of every battle brought tidings of the death or dangerous wounds of alumni whom he tenderly loved.

The close of the war found nearly all of the investments of the University worthless. The endowment was gone, but the debts remained; and he, in common with his Trustees generally, believed that the lands and buildings, books and apparatus could be sold to pay those debts. There were only 76 students in 1865-'6, 107 in 1866-'7, and 86 in 1867-'8, some of them on the charity list, and some remaining only part of the year. The General Assembly granted $7,000 to pay part of the arrears due the Faculty, but the future prospect was hopeless. There was no income but from tuition fees, and that could not support the Faculty. Several of the best of them sought work elsewhere. But, although harassed by growing deafness and other infirmities of old age, undaunted by difficulties which his friends thought made his situation hopeless, the brave President struggled on. He procured from the General Assembly the grant of the Agricultural College landscrip, but only a small amount of the proceeds could be made available except after long delay. A thorough re-organization of the University was deemed advisable, and to effect that result the members of the Faculty placed their resignation in the hands of the Trustees at a meeting held in the fall of 1867. A scheme in accordance with modern ideas, reported by a committee of Trustees, Messrs. K. P. Battle, chairman, W. A. Graham and S. F. Phillips, was adopted to go into operation in the fall of 1868. The election of a new Faculty was postponed to the commencement of 1868. When that came it was evident that new Trustees would soon be chosen under the new Constitution, and it was deemed best to refuse to accept the resignation of the President and Professors, to declare them still in office, and to direct the resumption of exercises in July after the usual vacation.

In July, 1868, the new Trustees, appointed by the Board of Education nominally, but practically by Governor Holden, met and at once vacated the offices of the President and all the Professors; and after a few months filled them with others, directing the session to open in January, 1869. President Swain claimed that, as by the new constitution "the President of the University" was made *ex officio* a Trustee of the same, he was continued in office by force of this provision. The Board refused to allow this claim, and he did not appeal to the courts.

He did not long survive his loss of office. A few days afterwards, as he and Professor Fetter were riding in a buggy, the horse took fright and furiously bolted. The vehicle collided with the stump of a tree, and both were thrown out and severely wounded. Professor Fetter soon recovered, and Governor Swain appeared to be doing well; but on the 27th of August, 1868, while conversing pleasantly with a friend, he suddenly fainted, and died quickly and painlessly.

Governor Swain had thus devoted the last thirty-three years of his life to the service of higher education, about one-half of the sixty-seven years allotted to him by his Maker. Only three times while at Chapel Hill was he called on for public service not connected with University duties. In February, 1861, he was selected by the General Assembly to be one of the Commissioners to visit, Montgomery, Alabama, the provisional capital of the Confederacy, and ascertain the attitude

of the authorities towards reunion. It was found to be unfavorable In April, 1865, after the surrender of General Lee, he was, with ex-Governor Wm. A. Graham, sent by Governor Vance to arrange with General Sherman the terms of the surrender of Raleigh. Later in the same year he was one of the representative men requested by President Johnson to visit Washington and advise with him as to the reconstruction of civil government in North Carolina. He counselled the recognition of all state officers who would take the oath of allegiance; but the President decided on a more radical course These episodes did not take him long from his care of the institution peculiarly under his charge.

It is not given to mortals to be perfect; and while candor compels the admission that President Swain's failure to create a library. provide adequate apparatus for instruction and equip sufficient laboratories, when there were funds in the treasury which would have been cheerfully granted by the Trustees if asked for, prevent his being placed on the high plane occupied by President Elliott and others like him, yet he accomplished a great work for the university. Under his administration, as has been shown, the number of undergraduates increased until it reached nearly 500, a mark only attained by three or four institutions in the Union The professorship of Law was added in 1846, the professorship of Engineering, and the professorship of Agricultural and Industrial Chemistry in 1854. He introduced the study of the Bible, and of Constitutional and International Law. It was by his influence that his commencements were attended by three Presidents, Polk, Buchanan and Johnson, with divers of their cabinet officers; thereby spreading the fame of the University to regions where its name had never been mentioned. He was one of the Building Committee under whom were erected the extensions, equal to one-third of the Old East and Old West Buildings, Smith Hall, or Library, and the New East and New West Buildings. He is to be credited, too, with the employment of a skilled English gardener, who turned the campus from its primeval forest state into a grand grove, permeated by macademized walks, which have withstood the storms and usage of fifty years. He co-operated with Dr. Mitchell in surrounding it with the gray stone walls, the like of which are seen perhaps nowhere else in the South. Almost by his single labors he kept alive the North Carolina Historical Society, accumulating a large mass of valuable material. Availing himself of this material, he was the author of many monographs of lasting value, illustrating the past of our state. He co-operated with the students in inaugurating the North Carolina University Magazine, enriching its pages with many contributions of his own, so that files of it are eagerly sought for by custodians of libraries throughout the land. He conducted the University with such nice enconomy that on a meagre income of about $30,000 in its palmy days it gave instruction to nearly five hundred students, and had money to spare when needed for erecting new buildings. The loss of the endowment by the results of the war was by a catastrophe, which involved all Southern institutions in total or partial ruin.

As a teacher, while he could not be called erudite, he was uncommonly interesting and inspiring. He had a very extraordinary memory and was always ready to deepen an impression or illuminate a dark passage by illustrative facts and anecdotes, often humorous, drawn from his reading or his own large intercourse with men. Another striking characteristic was his extreme kindness of heart. This led him to leniency in the treatment of the idle and disorderly, which was by some thought to be excessive, though in many instances the reformation of offenders justified his conduct. Many a youth whose attainments in his studies were slim, became a useful and, sometimes, a distinguished man. Dr. Mitchell, in sustaining the President, would say, "Let him go. He is good Legislature and Trustee material." This praise should be given to the policy of forbearance and kindness, that there was instilled into the students a deep and affectionate love of the University, and for its President, remarkable and lifelong. Even dismissed students soon lost the bitterness of resentment and resumed their former affection.

Until 1854 there was no change in the old curriculum, except the introduction of Political Economy and Constitutional Law, which occupied only three hours a week for five months, and Bible once a week for three years. The candidates for the degree of A. B., was required to attend about 2232 instructions, including 148 sermons on Sunday, attendance on which was compulsory, during his five years' course,

In	Mathematics	there	were	hours	of	recitation, 494.
"	Greek	"	"	"	"	" 399.
"	Latin	"	"	"	"	" 391.
"	History	"	"	"	"	" 152.
"	French	"	"	"	"	" 148.
"	Sermons	"	"	"	"	" 148.
"	Bible	"	"	"	"	" 114.
"	Chemistry	"	"	"	"	" 68.
"	Const'l Law	"	"	"	"	" 60.
"	Rhetoric	"	"	"	"	" 57.
"	Logic	"	"	"	"	" 57.
"	Political Economy	"	"	"	"	50.
"	Moral Philosophy	"	"	"	"	34.
"	Geol'y, Mineral'y, &c	"	"	"	"	34.
"	Mental Philosophy	"	"	"	"	26.

Arranging these lessons so as to group those that afford mental and moral discipline of the same kind, the numbers are as follows:

Languages, the Classics and French	938,	or 42 per cent.
Mathematics	494,	or 22 "
Bible and Sermons	262,	or 12 "
Rhetoric, Logic, Mental and Moral Philosophy	174,	or 8 "
History	152,	or 7 "
Constitutional Law and Political Economy	110,	or 5 "
Chemistry, Geology and Mineralogy	102,	or 5 "

The above calculation was made before the introduction of Applied Chemistry and Civil Engineering by Rev. Dr. Charles Phillips, an able and accurate man. In 1867 at the request of the Committee heretofore mentioned, he made a similar estimate of the time required of candidates for degrees at that time. The following is the result:

Total hours of instruction 4 years	2039	
Greek	370 hours,	or 18 per ct.
Latin	370	" 18 "
Modern Languages	222	" 11 "

Pure Mathematics	296 hours, or	18	per ct.
Applied Mathematics	145 "	7	"
Chemistry, Mineralogy and Geology	244 "	12	"
Political Economy and Constitutional Law	136 "	7	"
Mental Philosophy, Logic and Rhetoric	111 "	5	"
Bible	145 "	7	"

In other words, notwithstanding all the time devoted to these subjects at the academies, more than one-third of the students' time was spent in the Dead Languages; one-half in Languages, Ancient and Modern; three-fifths in Languages and Pure Mathematics; only one-fifth in Physics. In Mental Philosophy, Logic and Rhetoric, only one-twentieth; and in Political Science, Law, Psychology and Rhetoric, all combined, only one-eighth of the time of the student was employed during the four years' course. The English studies were assigned to the department of Metaphysics, and allowed three hours a week for one year. In that short time were attempted to be taught Logic, Psychology, Rhetoric, English Languages and Literature.

Remembering that the calculations of 1867 show the requirements existing since 1854, embracing the palmy days of the ante-war University, it is seen that Governor Swain was a President of the old curriculum school. Notwithstanding all criticism of this system, once advocated and practiced by the ablest educators, we have the indisputable fact that under that system were trained leaders in statesmanship, literature, science and theology. All honor to the Old University and its Presidents, Caldwell and Swain.

The Measure of the State's Duty in the Education of its Children.*

With respect to public education, there are two contradictory propositions that may be laid down:

First: The state should not undertake to teach anything to its children.

Second: The state has a right to teach its children whatever will conduce to the public welfare.

There is no middle ground. What right have we to say that the state should teach arithmetic and reading, but should not teach history or physiology, if teaching these latter subjects conduces to the public welfare? By what process of logical reasoning can it be shown that the state may with propriety teach one child to draw vertical writing, and deny another child instruction in the essential principles of intelligent and virtuous citizenship, or or in any direct means of increasing his productive power.

There are as tenacious adherents to the first proposition as to the second. Men of intelligence, men of wealth, men of influence are beginning to assert with a boldness which in a less influential, wealthy or intelligent person would be considered and condemned as anarchistic, that the state has no right to put its hand in their pockets and take their hard earnings for the purpose of educating their neighbor's children. Especially ready to take this position are some who have carved out their own fortunes by the strength of their own unaided arms and brains and have not been blessed with any off-spring to educate. The tenor of recent utterances by some influential millionaires on the question of education is the premomitory mutterings of a thunderstorm of opposition to any education by the state. These men are beginning to declare that it is little short of confiscation to take the product of their hands and brains, which have not received any training from the state, and use it to educate their neighbor's children, even in the elementary branches of an English education,—whatever that may mean. They lose sight of the fact that the product of their hands and brains is made valuable by the civilizationin which they live; and that education, public and general, is the measure of that civilization.

Many educators whose private financial interests are affected by state education have their views on the state's right to educate dominated by their financial interest. They are only mortal. There are those connected with church schools who vehemently deny the right of the state to engage in education; at least, in just that grade or line of education in which they themselves are engaged. They, too, are only mortal. In a certain Georgia city, I once heard an eminent Georgia divine who chanced to be interested in a church college, declare that the state not only had the right, but it was her bounden duty, to give her children a thorough *preparatory* education; but he proved with convincing logic which brought forth frequent responses from his listeners that it was simply outrageous for the state to engage in the work of giving her young citizens a *collegiate* education. At another time I heard another Georgia divine who chanced to be engaged in elementary education, declare with equal earnestness that the state had no right practically to wrest from the church the privilege of educating the little children of its members. After they were well-grown boys and girls, the state might very properly give them collegiate education.

There are those, too, who belong to what one calls the aristocracies of caste, of culture, and of

*A paper read before the Georgia Teachers' Association, June 27th, by Carleton B. Gibson, Superintendent of Schools, Columbus, Ga.

capital, the "Big C's." Many of these are coming to believe less and less in public education, as they see each year the honors of the schools carried off by children of obscure birth. In this peculiar Americanism of ours, they are exceedingly solicitous lest the stalwart ruddy-faced boy of their humble neighbor should, by the equal advantages of education offered, outstrip their own pale-faced sons in the life race. While some of these persons may not be *disposed* to advocate openly the abolition of public education, they are ready in the cause of the dear children to lift up their hands in horror and cry aloud from the housetops, "The murder of the Innocents! The murder of the Innocents!" And they charge the public schools with all the ills their children are heirs to. If one half the money spent on the overburdened children of the urban rich for devitalizing sweets, nicknacks, and for the various forms of dissipation, were spent in building school houses, New York City would not have ten thousand children of school age crowded out into the streets.

But has the state the right to educate? Thomas Jefferson wrote in 1786, "The most important bill in our whole code is that for the diffusion of knowledge among the people. No surer foundation can be devised than that for the preservation of their freedom and happiness." William E. Gladstone, the greatest statesman of this century, not only recognized the right of the state to educate, but showed his appreciation of the importance of public education by raising the head of the national educational department from the position of counsellor to a seat in his cabinet. When the French Republic was in the throes of its mighty contest with imperialism, Gambetta, the great leader of the republican forces, declared that the surity of the republic depended upon universal suffrage based on universal education, which can be possible only by public education; and Gambetta's policy has given to France her magnificent educational system of to-day. But it is needless to ask if the state has the right to educate. The wisest statesmen and lawmakers of this civilization base their constitutions and all their legislation upon the assumption of this fact.

What then is the state's duty? The state is merely the organized people banded together for the purpose of securing permanently to all individuals the rights of life, of property, of justice, and of the pursuits of happiness, the chief of which is the pursuit of wealth. Whatever conduces to securing these rights is the duty of the state, because that is the very purpose for which the state is organized. The following propositions may be laid down as representing the demands the state makes of its citizens:

1. The state, that is the people, must secure protection against invading foes.

2. It must secure prevention or repression of crime.

3. It must secure the preservation of the wise institutions which, in its advancing civilization, it sets up.

No state, how ever crude in its organization, ever fails to educate, by direct or indirect means, its children for the purpose of repelling the attacks of foreign foes. The Spartan youth was trained to endure hardships, that he might assist the state in repelling invaders. The tribal government of the American Indians took care that the boys should be trained in the use of the implements of war. The United States spends annually large sums in education as a direct means of national defense, but the general education of the masses of the people is a surer means of defense than the education of a chosen few. When Napoleon, in 1804, threw his well-trained and intelligent forces against the Prussians at Jena and Auerstädt, the latter, although outnumbering the former, went down in defeat with the loss of 50,000 men. After this signal defeat, the Prussian leaders, searching for the secret of the French power, said—"We will henceforth make our soldiers in the schools." After expending millions of marks on the education of the children of two generations Prussia again marched to the field of battle, and at Sadow, utterly defeated 185,000 Austrians. Austria, recognizing the superior skill and intelligence of her enemy, determined to train her defenders in the schools. In 1870, Germany again met France in the mighty contest at Sedan, the result of which was traced by the French themselves to the superiority of German schools. Little Japan, after a few years of modern educational work among her people, brought China to her feet. America's recent victories have been due not to superior numbers, but to superior intelligence, and that, too, of her private soldiers.

It is the duty of the state to prevent or repress crime. The prison records show that a very small per cent. of those who are thrown behind its bars can neither read or write. Wherever educational and criminal statistics are compared, it is shown

that as education becomes more general and more thorough and advanced, crime decreases. In England the records show that, although the population within forty years increased forty per cent., juvenile crime decreased fifty per cent. In this time the school attendance increased more than sixty per cent. The state can find no surer means of preventing crime than by giving all her children the kind of education which makes men and women of strong character, broad intelligence, and productive skill.

The chief mission of the state is to make permanent its institutions. This implies the duty of self-preservation—its first and highest duty. The instability of a state is a constant menace to the lives and property of its citizens. Where frequent internal dissensions and political revolutions and civil upheavals are made possible, there can be no pursuit of happiness. Civil liberty, one of our most cherished institutions, must be founded upon the intelligence and virtue of the people, or it becomes the prolific source of internal dissensions, and makes us the sport of nations. In 1820, Daniel Webster laid down three conditions upon which American liberty depends. These are universal education, universal religious training, and the proper division of landed property. Self-preservation and the perpetuity of the state demand in this day of advanced and rapidly advancing civilization as never before in the history of the world, the universal education of its people—education of the hand and heart, as well as of the head. Dr. E. E. White says, "the supreme duty of the state is universal education." The state must see that a school properly taught is placed within reach of every child, and in some wise way it must be seen that the child attends the school.

The measure of the state's duty in the extent of the education it gives its children depends upon the ideals of civilization toward which it is stretching. It cannot be said that the Esquimaux and the Philipinos owe their children to-day the same amount of education that Georgia owes her children. Ideals of civilization, like all other ideals, are in advance of the real. As one ideal is realized, another springs up in advance of it. The march of civilization is forward. The growth, the progress and the prosperity of a people are measured by the culture, the intelligence, and the skill of that people. There is no surer index to a state's civilization than the condition of education among all the people.

Where does this educational index point in Georgia? Statistics published to the world show the following; giving, for brevity, every 5th state in the union in the order of illiteracy: Nebraska, 3.1, South Dakota 4.2, Ohio 5.2, New York 5.5, Massachusetts 6.2, New Hampshire 6.8, Nevada 12.8, Texas 19 7, Florida 27.8, Georgia 38 9, Louisiana 45.8. A few years ago, Mississippi with her large negro population and in a period of agricultural depression which affected her, perhaps, more than any other state in the union, was paying for public schools 78 cents on every hundred dollars of taxable property, while Georgia was paying for the same purpose just 14 cents, and Nebraska was pay- $1.87. Massachusetts, with her large and increasing wealth has been able to reduce her educational tax rate to 38 cents on the hundred dollars.

Our nation is to-day in the enjoyment of a marvelous industrial progress. Factories of more than a hundred different kinds are going up in thousands of places all over our land. Our 25,000,000 of horse-power are being harnessed to machines beside which and around which must stand intelligent and skilled laborers. The markets of the world are opening to our products. Georgia has caught the spirit of this progress, and her hills and forests are beginning to give up their wealth for the uses of man as never before in her history. The great danger is that Georgia and other parts of our nation are not prepared for this industrial boom. These factories in the close competition they will bring must be supplied with intelligent trained laborers. Where are we to get them?

With all our boast of free institutions, we are behind other nations in industrial education, and Georgia is far behind her sister states of the Northeast. Russia, at whose civilization we are ready to sneer, is now maintaining 1200 trade schools. Belgium has 25,000 pupils in her trade schools, and Italy has 16,000 pupils. How many has Georgia with which to meet the demand that is about to be made upon her?

A few years ago, Dr. Curry said that in visiting the great ship-building works at Newport News, he saw at noon fully 1,000 men coming out of the shops. Said he to his guide, "Where do these men come from?" "From various parts of the world." "Are any from the South?" "Oh yes," said the guide, "a goodly number of old Confederates are here." "What wages do all these men receive?" "From one dollar to eight or ten dollars per day." "Do any of these old Confederates get the eight or ten

dollars per day?" "No," said the guide with a sigh, "the old Confedarates and the negroes get one dollar a day. The Northern and the European laborers get the eight and ten dollars a day." "Why is this?" asked Dr. Curry. "Because," said the guide, "they have had industrial training at home. They come from shops and their training schools, and they put intelligence and skill into their work, and get eight or ten times as much as the untrained men from the South."

How long may this be said of the people of Georgia? The technological school in Atlanta is doing a grand work. All honor to it. But instead of one school struggling for every dollar penuriously eked out to it, Georgia should have five such institutions supported liberally by the state and fed by elementary manual training schools in every county in Georgia. Many of these new factories, the pride and boast of our state will have to import their labor or, after a brief struggle in the fierce competition they will bring, must be closed. because no profits can come from unskilled labor when placed in competition with skilled labor. It is true that we need an education that will give to Georgia men and women of strong character, virtue and intelligence; but this education should also bring along with it skill in the production of wealth.

Aside from the value of special industrial training, it can be shown that a liberal general education is worth more in dollars and cents to a state in the increased productive energy of her people than is spent annually on the schools. Not long ago, Dr. Harris, the National Commissioner of Education, called attention to a rather striking fact in the statistics of Massachusetts. Each child in Massachusetts receives on an average 7 years of schooling, while in the nation at large each child receives only 4.3 years of schooling. The ratio is 70 to 43. The average daily wealth-producing power of each man, woman and child during the year taken for comparison was 73 cents in Massachusetts and 40 cents in the nation at large, the excess in favor of Massachusetts being 33 cents a day. The chief of the Massachusetts Labor Bureau of Statistics, Mr. H. G. Wadlin, confirms Dr. Harris' statement by comparison of later statistics. He shows that the net result of productive industry in the United States in the year taken was $114.14 per capita, or

THE IDEAL SERIES FOR ELEMENTARY SCHOOLS.

BALDWIN'S SCHOOL READERS

Eight Books for Graded Schools
Five Books for Ungraded Schools

MILNE'S ARITHMETICS

Elements, - - - - - $ .30
Standard, - - - - - .65

MILNE'S GRAMMAR SCHOOL ALGEBRA

.50

LYTE'S LANGUAGE SERIES

Elementary English, - - - .35
Elements of Grammar and Composition, .50
Advanced Grammar and Composition, .75

BARNE'S NATIONAL VERTICAL PENMANSHIP

Eight Books, per dozen, - - - .75
Charts.

NATURAL GEOGRAPHIES

Elementary, - - - - - $ .60
Advanced, - - - - - 1.25

RICE'S RATIONAL SPELLING BOOK

Part I, - - - - - - .15
Part II, - - - - - - .20

McMASTER'S SCHOOL HISTORY TF THE UNITED STATES

1.00

OVERTON'S APPLIED PHYSIOLOGY

Primary, - - - - - - .30
Intermediate, - - - - - .50
Advanced, - - - - - .80

NATURAL COURSE IN MUSIC

Full Course—Seven Books and Charts
Short Course—Two Books

For descriptive circulars of the best books for schools and colleges, write to

AMERICAN BOOK COMPANY,

NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA PORTLAND, ORE.

on the basis of 306 working days, was 37 cents for every man, woman, and child. In Massachusetts alone, it was 66 cents per day, the excess being 29 cents in favor of Massachusetts. At this rate the average annual excess in productive energy in Massachusetts over the rest of the United States is $88.74 per capita; for the entire population of the state, it is $200,000,000 more than that of the same number of average persons out of the state. This excess is twenty times the annual cost of education in Massachusetts. This striking similarity in the ratios of average annual schooling and average productive energy in Massachusetts and in the rest of this country is not a mere accident. If it is true that intelligence produces more than ignorance, then excess in wealth-producing power must hold some relation to excess in knowing and doing power.
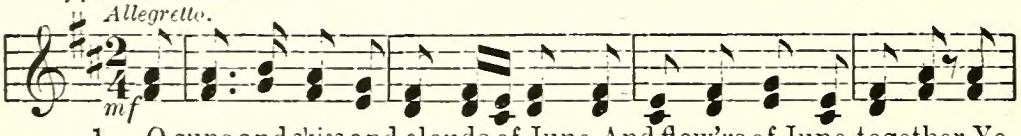
The new school law requires that in taking the census of the school population the name, age and sex of every child shall be taken. This should insure a correct and valuable list of all children of school age in any district. The teacher should procure a copy of this list and then make it his business to see that, as nearly as possible, every child on it is brought into regular attendance at the school. Secure all the help possible and keep working away at it. This is part of the teacher's work.

October's Bright, Blue Weather
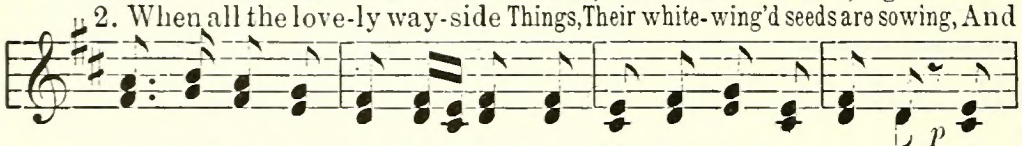
Helen Hunt Jackson. Gruenberger.

By per. of Roberts Bros.

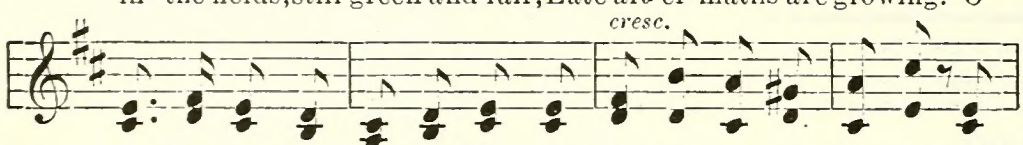
Allegretto.



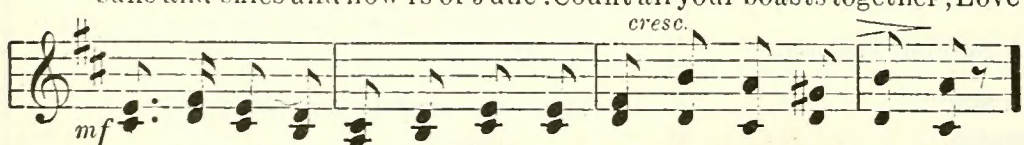
1. O suns and skies and clouds of June, And flow'rs of June, together Ye
2. When all the love-ly way-side Things, Their white-wing'd seeds are sowing, And



can - not ri - val for one hour Oc - tober's bright, blue weather! When
in the fields, still green and fair, Late aft-er-maths are growing. O

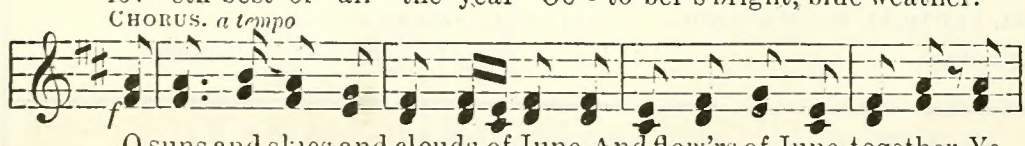


on the ground red ap-ples lie In piles, like jew-els shin-ing, And
suns and skies and flow'rs of June! Count all your boasts together; Love

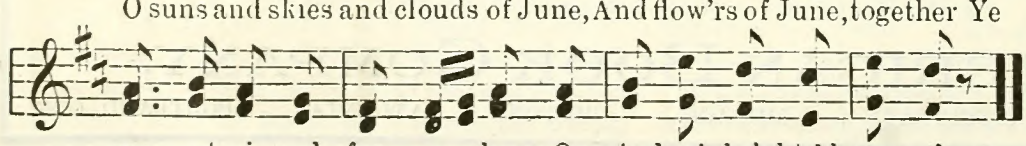


red - der still on old stone walls Are leaves of wood-bine twin-ing.
lov - eth best of all the year Oc - to-ber's bright, blue weather.

CHORUS. *a tempo*



O suns and skies and clouds of June, And flow'rs of June, together Ye



can - not ri - val for one hour Oc - to-ber's bright, blue weather!

ST. MARY'S SCHOOL,
RALEIGH, N. C.
ESTABLISHED 1842. Board, Tuition Academic Course (including Ancient and Modern Languages) $200 per annum.
Business School, $35.
Best instruction in Music and Art.
REV. T. D. BRATTON, B. D., Rector.

A scholarship giving free tuition at the Woman's Medical College of Baltimore has been established at Guilford College, and will be awarded annually to the young woman graduate best fitted to profit by it.

Dr. Bassett, Trinity College, has recently published in the Johns Hopkins Studies a monograph on "Slavery in the State of North Carolina."

At Richmond College, Richmond, Va., has just been completed two new buildings at a cost of $25,000 each. These are a new science hall and memorial dormitory. Both are handsome, well-equipped buildings.

Mr. James Sprunt, of Wilmington, has provided for the annual publication by the University of North Carolina of Historical Monograghs relating to the history of North Carolina and the United States. These will be known as the James Sprunt Monographs and will be under the editorial supervision of Dr. K. P. Battle.

A new educational era may be said to have dawned upon the South, an era in which the education of the hand as well as of the brain is demanded. . . The Southern State that does not provide manual training for its young men and women must drop out of the race.—*Charlotte Observer.*

Educational Evolution.

Are you Interested in the Proper Intellectual, Moral, and Physical Training of the Rising Generation?

Johnson's Readers are based on the right principles. A carefully graded series prepared with the co-operation and aid of the ablest and best teachers in the country. Beautifully illustrated and substantially bound, meeting in every respect the requirements of a first-class series of readers.

Lee's Series of Histories make the study of history one of the most attractive and popular in the school-room, the only histories that fully and fairly present the facts in connection with the history of the whole country, by Mrs. Susan Pendleton Lee, of Lexington, Va.

Smithdae'ls Slant-Writing Books are prepared by a man who has given the best energies of his life to the teaching of writing. These books from every standpoint fully meet the requirements of the hour; high in quality—low in price.

The Thomas Written Spelling Blanks possess the highest elements of success, and greatly aid in enabling pupils to learn to spell correctly. They are a very important adjunct to every school-room.

Southern Literature. Little Lessons in Plant Life, Manual of Bible Morality, Johnson's Physical Culture, Williamson's Lives of Lee, Jackson, and Washington, and other text-books along this line, form an admirable combination, the whole combining a remarkable series of books that have proved eminently satisfactory.

Hart's Grammars combine in two books carefully and logically arranged plans for the thorough mastery of the English language. These books are wonderful in strong, teachable points and striking features that rivet the attention of the pupil.

Carr's Arithmetics are the most carefully graded series published. They possess the happy combination of features that will insure their general use as the standard arithmetics of the rising generation.

PARENTS especially enjoy and appreciate the advantages of their children studying these books. They are so arranged as to prove interesting to the parents, thus bringing them in close and sympathetic touch with the work done in the school-room.

Many other new and valuable text-books in course of preparation. A postal card will give you a wealth of information on the text-book question. Never mind about sending stamp for reply. Address

B. F. JOHNSON PUBLISHING CO.,
901-903-905 East Main St., Richmond, Va.

SCIENCE AND ART OF PENMANSHIP.

A new (1899) and uniqe **TEXT BOOK** for daily use in Class Recitations in **PENMANSHIP** and cognate subjects in Public Schools. Lessons may be assigned and recited from day to day, as in Orthography, Geography, Physiology, or any of the common school branches. The most practical and useful knowledge for every day life. It is teachable; it tells how; it tells why. Ample suggestions, outlines, tables, models, exercises, etc. Over 1,000 questions answered in the text. 250 topics. Ample illustrations. **IT IS WHAT YOU WANT.** Cloth, 256 pages; XI chapters. Adapted to any and all systems of copy books. **$1.00 BRINGS IT.** A postal card brings the Table of contents, etc. Transform your classes and renew the interests of your pupils. Address all orders for this book to

C. W. HENDERSON & SON,
West Cairo, Allen County, Ohio.

IN STORY LAND.

A NEW IDEA.

A professional story-teller to visit schools and tell classic and literary stories.

FAIRY STORIES,
BIBLE STORIES,
UNCLE REMUS,
HIAWATHA,
KING ARTHUR,
ULYSSES,
SANTA CLAUS.

ENDORSED BY THE LEADING EDUCATORS.

Write for prospectus at once. Many engagements ahead.

R. T. WYCHE,
GREENSBORO, N. C.

Agents Wanted for our celebrated school supply specialties and school books, including several works **just from the press.** Our **"First Book for Little Folks"** presents in the simplest form the first steps of pupils entering school for the first time. Our **Lakeside Literature Series** consists of *classics* which will cultivate the ear for the music of verse and will stimulate the imagination. **Pollard's Manual** is a teacher's handbook containing the most practical phonic instruction obtainable. **Pollard's Advanced Speller** is the *only* speller which clearly developes the *principles* of syllabication, pronunciation and accent. **The Words of Abraham Lincoln** contains a connected piece of history covering the most important epoch in the history of human freedom.

WESTERN PUBLISHING HOUSE,
CHICAGO.

TRY IT! MARVELOUS SUCCESS!

BALMER&WEBER MUSIC COUPON SYSTEM

BY SENDING 10 CENTS FOR

In dealing with advertisers please mention the North Carolina Journal of Education.

Music supplies the elements most lacking in modern life, the voice of nature speaking to the heart of the child.—*P. C. Hayden.*

No life can be pure in its purpose or strong in its strife, and all life not be purer and stronger thereby.—*Owen Meredith.*

Friend, wouldst know why as a rule
Bookish learning marks the fool?
'Tis because, though once befriended,
Learning's pact with wisdom's ended.
No philosophy e'er throve
In a nightcap by the stove.
Who the world would understand
In the world must take a hand.
If you're not to wisdom wed,
Like the camel you're bested,
Which has treasures rich, to bear
Through the desert everywhere,
But the use must ever lack
Of the goods upon its back.
Frederick Martin von Bodenstedt.

Valuable Assistance Secured.

From the Alabama Christian Advocate.

"Dewberry's School Agency," under the management of Prof J. M.Dewberry, Birmingham, Ala., is well known to the teachers and schools of the South and Southwest. Its friends will be glad to learn that its success and growth warrant and demand the addition of experienced and efficient assistance in its management. Prof. R. A. Clayton, of Stinson, Ga., a teacher of success and energy, has taken a permanent position with Prof. Dewberry, and it is safe to say that no Agency will be more thoroughly and ably managed.

FREE TO TEACHERS !

Your choice of either CRAIG'S QUESTION BOOK or PAGE'S THEORY AND PRACTICE OF TEACHING, the best books ever published for teachors. For particulars write to

CLAUDE J. BELL,
Editor S. W. School Journal,
NASHVILLE, TENN.

WHERE TO BUY BOOKS.

ALFRED WILLIAMS & CO.,

RALEIGH, N. C.

We furnish books at publishers' prices.
We have the largest stock in the state to fill your orders from.
We give the promptest service. One day from any railroad station.

THE OLD NORTH STATE (music) is again in print and we can fill all orders promptly; 35 cents postpaid. North Carolina Spellers, 25 cents postpaid. North Carolina Speakers, 25 cents postpaid.

School Desks, Black Boards, Maps,

GLOBES, CHARTS, CRAYON, ERASERS, Etc.

We deal in everything used in the school-room except books. Send for catalogues and quotations on whatever you want.

CHARLES J. PARKER,
RALEIGH, N. C.

The North Carolina Journal of Education

HAS FOR SALE,

at a small reduction, the following articles, all new and unused:

1 Densmore Typewriter, ball bearing.

1 Munson Typewriter, No 2. Steel typewheel. Interchangeable, universal keyboard.

1 "New Century" Caligraph Typewriter.

1 Blickensderfer Typewriter.

1 American Typewriter.

1 Set Columbian Encyclopedia, latest edition. This is offered at a price which makes it a great bargain.

1 Webster's International Dictionary Patent Index.

Teachers and schools wanting any of these articles may save money by writing us.

Address, **North Carolina Journal of Education,**
Greensboro, N. C.

Teachers

We assist teachers in securing positions by supplying Colleges, Schools and Families with Professors, Teachers and Governesses free of charge. INTERSTATE TEACHERS ASSOCIATION, Fine Arts Building, Chicago, Ill.

In dealing with advertisers please mention the North Carolina Journal of Education.

The Teachers' Institute

Gives wonderful value for one dollar. 54 large pages. Contains the methods of the most successful schools, told by the teachers who have used them. Everything written for it—no clippings and padding. All departments of school work covered. The school entertainment pages are famous. Profusely illustrated. Exquisite supplements—nearly all in colors—go with every number. These alone worth $1.00; no other teachers' paper gives such superb supplements. The list for 1899-1900 is: **September**—Four Wild Flowers (in colors). **October**—Marbles, Minerals (in colors). **November**—Scene in Holland; Niagara (in colors). **December**—Madonnas (half-tone). **January**—Lincoln's Log Cabin; Lake Vessel (in colors). **February**—Washington—Blackboard Stencils. **March**—Making MapleSugar; Specimens of Woods (in colors). **April, May and June**—Wild Flowers (4 in each month, in colors). Send 25 cents for 3 months' trial, or better still send $1.00 for a year and get exquisite crayon portrait of Admiral Dewey, 22x28 inches, free.

Our Famous Color Supplements

Exquisite Colored Pictures FREE

THE PRIMARY SCHOOL.

The most help-giving, the oldest, the most beautifully-made primary paper. Tells what to do and how to do it. Nature Study, Reading, Language, Seat-Work, Busy-Work, Number—all subjects—the best methods in each. The "Hints and Helps" page is famous. The "Child Work" supplement gives best supplementary reading. "The Pieces to Speak" are cute. We send with it also the beautiful supplements in exquisite colors. **September**—Four Wild Flowers (in colors). **October**—Coffee; Pineapple (in colors). **November**—Nutmeg; Clove (in colors). **December**—Madonnas (half-tone). **January**—Ginger; Lemon (in colors). **February**—Washington Stencil. **March**—Cocoa Nut; Nuts (in colors). **April, May, June**—Wild Flowers (4 in each in colors). Send 25 cents for 3 months' trial or, rather, send $1.00 for a year and get besides our splendid new crayon portrait of Rudyard Kipling (22x28 inches) free.

OUR TIMES.

The most satisfactory paper of current events, because it is: 1. **Complete**—gives a clear, condensed account of the world's events, discoveries, inventions. 2. **Convenient**—magazine form with cover. 3. **Inexpensive**—50 cents a year. **Semi-Monthly**—Issued 1st and 15th of the month—just often enough. 5. **Accurate**—it is well edited and profusely illustrated.

Send 40 cents each for your own subscription and that of a friend. Send your own and two others at 40 cents each and get a fine crayon portrait of Rudyard Kipling for yourself, 22x28 inches.

EDUCATIONAL FOUNDATIONS

provides Home Courses of Study for Teachers by which improvement is possible that will lead to better positions and larger salaries. For 1899-1900 the course covers

19th Century Pedagogy, History, Literature

by noted authors. Two books everywhere acknowledged as standing in the first rank of helpfulness given free, Hughes' "Mistakes in Teaching," and "How to Keep Order."

This is the best course for Teachers' Meetings and Reading Circles, and is more widely used for that purpose than any other publication, $1.00 a year. Special terms to clubs. We want to correspond with a club-raiser in every town.

We have just issued the largest and finest catalog of teachers' books ever published. It describes our list, covering methods in every subject, Pedagogy, History of Education, Psychology, Physical and Manual Training, School Entertainments, Singing Books, Blackboard Stencils, Supplementary Readings, etc., etc. It is free if you are interested. Send 10 cents with request for it and secure with it Fitch's "Art of Questioning.", Mention this paper.

E. L. KELLOGG & CO., Educational Publishers,

67 EAST 9th STREET, NEW YORK.

SEPTEMBER

HARPER'S BAZAR.

We are drinking the wine of the ages,
From cups that are brimming over
With the sweet of a honey unbought with money,
Distilled from the heart of the clover.

The flowers afringe on the wayside
Are in raiment of purple and gold;
To the rough-hewn edge of the old stone ledge
The clinging brier-vines hold.

We are breaking life's fine elixir
In the waft of the perfumed breeze,
The sudden showers, the sunlit hours
The rustle of leaves on the trees.

The fathomless blue of the heaven,
The beauty and bloom of the day,
Are making us young—they are waking the tongue
Of the years that have passed away.

'Tis the radiant rare September,
With the clusters ripe on the vine,
With scents that mingle in spicy tingle
On the hill-slope's glimmering line.

And summer's a step behind us,
And autumn's a thought before,
And each fleet sweet day that we meet on the way
Is an angel at the door.

C. F. THOMAS,
Job Printer,
GREENSBORO, N. C.

School and Commercial Work a Specialty.

School Catalogues in best style.
Prices as low as consistent with good work.

Greensboro Nurseries,
GREENSBORO, N. C.

FOR ALL KINDS OF

FRUIT, SHADE and ORNAMENTAL TREES,

Vines and Plants.

JOHN A. YOUNG, Proprietor.

SCOTIA SEMINARY,
CONCORD, N. C.

D. J. SATTERFIELD D. D., Pres.,
MRS. N. M. SATTERFIELD, Prin.

A HIGH SCHOOL FOR COLORED GIRLS.

Founded by Rev. Luke Dorland, D. D., January, 1867. Chartered 1870. Holds real estate valued at $65,000 under a charter from the state which secures final title to the Board of Freedmen.

Grammar School, Normal and Scientific Course, thorough preparation for teaching. Attention given to physical exercise. The theory and practice of housekeeping carefully taught, special training in scientific cooking and dressmaking. The Bible the chief text book—the culture of the heart before everything else. A Missionary Training School to supply the demand of a field at our own doors.

No charge for tuition. For board, fuel, light and furnished room, $45.

Beautiful Shade Trees.

We have to offer for fall '99 and spring 1900 an unusually fine lot of Shade Trees, especially the beautiful

Silver Leaf Maple and the Carolina and Lombardy Poplars,

in three sizes, 6 to 8 ft., 8 to 10 ft., and 10 to 12 ft. high. All young, thrifty stock, smooth and straight—the kind that grow off promptly and live well. No old, rough, trees. Write to us about Shade Trees you contemplate planting. Order early. If it is

Fruit Trees

you want, write for our free 60 page Illustrated Catalogue, and 40 page pamplet on "How to Plant and Cultivate an Orchard."
Address Promptly

J. VAN LINDLEY NURSERY CO.,
POMONA, N. C.

Southern Railway

THE . . .
STANDARD RAILWAY OF THE SOUTH
The Direct Line to All Points.

TEXAS,
CALIFORNIA,
FLORIDA,
CUBA AND
PORTO RICO.

STRICTLY FIRST-CLASS Equipment on all Through and Local Trains; Pullman Palace Sleeping Cars on all Night Trains; Fast and Safe Schedules.

Travel by the Southern and you are assured a Safe, Comfortable and Expeditious Journey. . . .

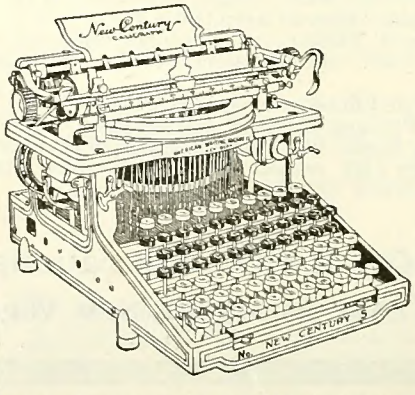
APPLY TO TICKET AGENTS FOR TIME TABLES, RATES AND GENERAL INFORMATION, OR ADDRESS

R. L. VERNON, T.P A., Charlotte, N. C.
F. P. DARBY, C P. & T A., Asheville, N C

No trouble to Answer Questions.

Frank S. Gannon, 3d V. P. & Gen. Man.
J. M. Culp, Traf. Man.
W. A. Turk, G. P. A.
WASHINGTON, D. C,

The "New Century" Caligraph



represents the highest point in typewriter quality aud equipment.

Its touch is incomparably easy and elastic. Perfect alignment is permanently secured by correct mechanical conditions. Unsightly ups and downs in manifolding are entirely obviated and any number of manifold copies can be easily inserted. The action throughout is so nicely balanced that the noise of operation is reduced to the minimum. The ribbon movement is automatic.

Everett Waddey Co.
Dealers for Virginia and North Carolina,
1105 East Main Street,
RICHMOND, - - VIRGINIA.

In dealing with advertisers please mention the North Carolina Journal of Education.

See on another page of this issue advertisement of Typewriters and Books for sale at a discount by the North Carolina Journal of Education.

MASONIC INSTITUTE, Marshall, Tex.
Was chartered in 1845. Healthful and beautiful location. Courses: Primary, Intermediate, Academic, Collegiate, and Commercial. Specialties: Music and Art. The teachers are graduates of colleges and universities, are alive to educational needs, and skilled in best methods of instruction.
The Institute also offers several courses by correspondence: Pedagogy, Literature, Mathematics, Languages, History, Bookkeeping, and Special Normal Review Courses: For Certificates of the Third Grade, Second Grade, Third Grade, and a State Permanent Certificate. Degrees are not granted for work done wholly by correspondence, but certificates will be given for courses completed by examination, and thus the time for required attendance may be shortened. Work may be commenced at any time. For catalogue, address
W. D. ALLEN, A. M., Ph. D., Pres.

TEXAS WANTS MORE GOOD TEACHERS.
If you wish a position in any Southern state, write TEXAS SCHOOL AGENCY, Marshall, Texas.

THE SCHOOL REVIEW.
W. D. Allen, Ed. and Pub., Marshall, Texas.
Is one of the best Educational Magazines published in this country. It contains the educational thought of our leading teachers. Due attention is given to modern methods of teaching, current topics, literature, and art. Annual subscription, $1.00.

PUPIL GOVERNMENT
Is a subject which is interesting many educational people. Principal John T. Ray has prepared a description of the plan in use in his building in Chicago, giving also rules and plans for its introduction into schools, which has been put in the form of a booklet, entitled
Democratic Government in the Schools.
We will send single copies for ten cents.

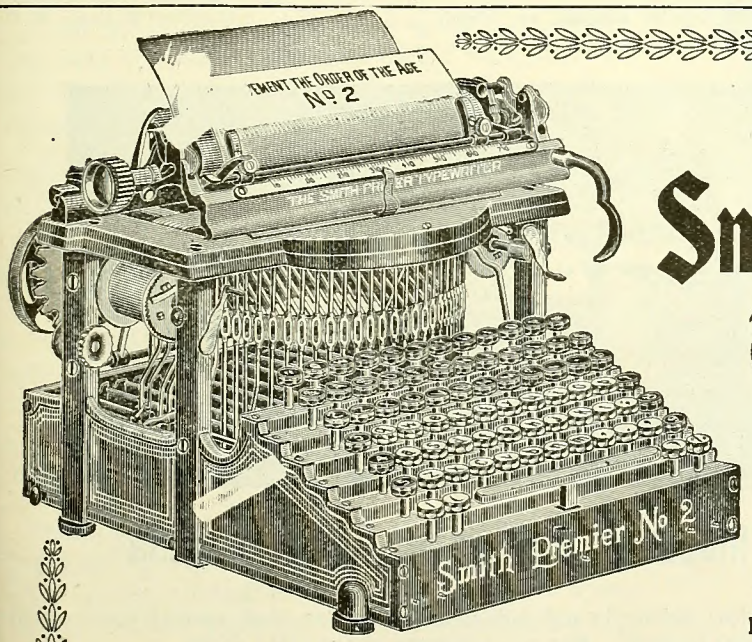
Ask for a descriptive catalogue of our **Teachers' Books** We have just issued a new revised and greatly enlarged edition of McMurray's SPECIAL METHOD IN SCIENCE in the first four grades.

We publish a short list of the very best **SUPPLEMENTARY READING** for developing the work in reading, literature, and history in the grades—Story of Lincoln the latest.

Sample copy of **School and Home Education** Geo. P. Brown, Editor, will be sent free. This educational journal for teachers and parents is unique. Subscription price, $1 a year. Write for our special offer to new subscribers.

Public-School Publishing Co.,
BLOOMINGTON, ILLINOIS.

THE
Blickensderfer Typewriter
Received the only GOLD MEDAL
awarded any writing machine at the
TRANS-MISSISSIPPI and INTERNATIONAL EXPOSITION,
OMAHA, Nebraska, 1898.
The fact that this machine has taken highest awards at every National and International Exposition, including our own "Worlds Fair" since it was introduced is evidence that it is superior in every respect to any machine made.
A Years Guarantee with each Machine.
K. M. TURNER,
General Southern Agent,
18 Wall Street, ATLANTA, GA.



The New No. 2
Smith Premier Typewriter
Superior to All Others
The Smith Premier
excels because of its
Many Practical Improvements
It Has a Perfect Type-Cleaning Device
Ball-Bearing Carriage
Interchangeable Platens
Uniform and Easy Touch
Margin Regulators
Simple, Single Scale
Johns, Gowan & Weathers,
GENERAL DEALERS
Raleigh, - North Carolina
Send for New Art Catalogue

In dealing with advertisers please mention the North Carolina Journal of Education.

THE

UNIVERSITY

OF

NORTH CAROLINA.

Offers Thorough Instruction in Three Regular Courses of Study, Six Brief Courses, Optional Courses to suit individual needs, and Professional Courses in Law, Medicine, and Pharmacy.

Tuition, $60 a year. Total Expenses, $200.

Students, 500; 30 teachers; 40,000 volumes, 7 scientific laboratories and museums, gymnasium, athletic grounds, bath rooms (free to all).

Scholarships and loans to the needy.

Tuition free to sons of all ministers, candidates for the ministry, public school teachers and persons under bodily infirmity. For Catalogue address.

PRESIDENT ALDERMAN,

Chapel Hill, N. C.

Davidson College,

DAVIDSON, N. C.

Sixty-third Year begins September 7th. Eleven Professors and Instructors. Three Courses for Degrees. Ample Cabinets and Laboratories. Location Healthful and Beautiful. Gymnasium Complete. Terms Reasonable. Send for catalogue.

J. B. SHEARER, President.



WHITSETT INSTITUTE.

Able Faculty. 200 students from 35 counties. Expenses $75 to $150 for ten months. 25 Scholarships. Literary, Teacher's Normal, Music, &c. 17th Year. Beautiful and healthful location. Scores of successful graduates. Boarding Halls, Dormitories &c., all on school grounds. Illustrated Catalogue free.

Address the President,

W. T. WHITSETT, Ph. D.,

Whitsett, Guilford Co., N. C.

Fall Term Opens August 16, 1899.

THE

Normal and Collegiate Institute

FOR YOUNG WOMEN,

ASHEVILLE, N. C.,

Under Care of the Northern Presbyterian Church

Opening Sept. 20th, 1899, Offers

1. A Normal Course for the thorough training of Teachers under instructors from the best Normal Schools.

2. A Commercial Course, including Stenography, Typewriting, Bookkeeping, etc.

3. A Course of Domestic Science, including (a) Scientific Cooking, (b) Draughting, Cutting, Fitting and Making of Garments.

4. An admirable Musical Department has been provided under trained and experienced teachers.

Systematic study of the Bible in all departments.

Terms for Board and Tuition in any of the departments, $50 per term or $100 per year.

For Catalogue, address

Rev. Thos. Lawrence, D. D.,

Asheville, N. C.

Guilford College.

5 LARGE BUILDINGS.

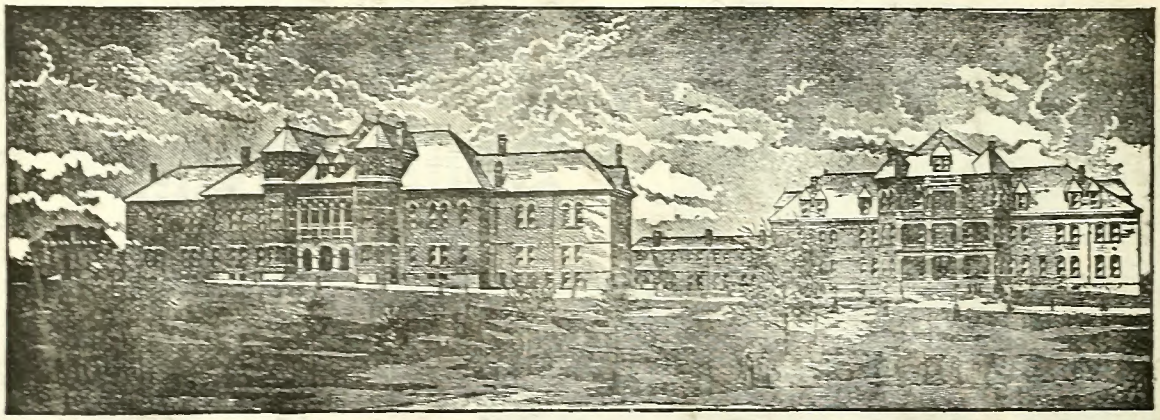
Total Expenses for year, $133; can be easily reduced to $90.

L. L. HOBBS, President.

For Catalogue address,

GEO. W. WHITE, Treas.,

Guilford College, N. C.



The State Normal and Industrial College of North Carolina

Offers to young women thorough literary, classical, scientific and industrial education, and special pedagogical training. Annual expenses, including board, $90 to $130. For non-residents of the state, $150.

Faculty of 30 members, representing in culture and training many of the leading colleges and universities in this country and Europe. 3 departments of work—Normal Department, Commercial Department, Domestic Science Department. Practice and Observation School of 8 grades and more than 200 children under direction of skilful supervising teachers. More than 400 regular students in daily attendance from every section of North Carolina. More than 1600 matriculates during the past six years.

For catalogue or other information, address

PRESIDENT McIVER, GREENSBORO, N. C.

NORTH CAROLINA

Journal of Education.

VOL. III. GREENSBORO, N. C., OCTOBER, 1899. NUMBER 3.

Children are to be treated as rational creatures.

He that is a good, a virtuous and able man, must be made so within.

A sound mind in a sound body is a short but full description of a happy state in this world; he that has these two has little more to wish for; and he that wants either of them will be but little the better for anything else.

To love truth for truth's sake is the principal part of human perfection in this world and the seed-plot of all other virtues.

I can no more know anything by another man's understanding than I can see by another man's eyes.

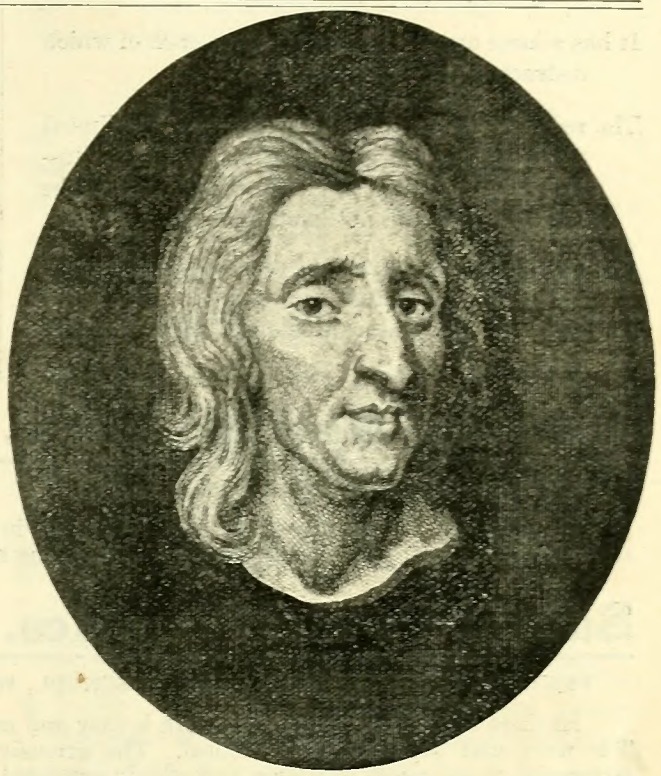
Since it is English that an English gentleman will have constant use of, that is the language he should chiefly cultivate, and wherein most care should be taken to polish and perfect his style.

Of all men we meet with, nine parts of ten are what they are, good or evil, useful or not, by their education. It is that which makes the great difference in mankind.

The great principle and foundation of all virtue and worth is placed in this, that a man is able to deny himself his own desires, cross his own inclinations, and purely follow what reason directs as best, though the appetite lean the other way.

Beating and all other sorts of slavish and corporal punishments are not the discipline fit to be used in the education of those who would have wise, good and ingenious men; and therefore very rarely to be applied, and that only on great occasions, and cases of extremity. On the other side, to flatter children by rewards of things that are pleasant to them, is as carefully to be avoided.

Ingenuous shame and the apprehension of displeasure are the only true restraints. These alone ought to hold the reins and keep the child in order.



JOHN LOCKE.

BORN AUGUST 29, 1632; DIED OCTOBER 28, 1704.

THE APOSTLE OF COMMON SENSE AND PRACTICAL UTILITY IN EDUCATION.

(FROM THE WORKS OF JOHN LOCKE, LONDON, 1794.)

Make but few laws, but see they be well observed, when once made. Few years require but few laws; and as his age increases, when one rule is by practice well established you may add another.

It is virtue then, direct virtue, which is the hard and valuable part to be aimed at in education. All other considerations and accomplishments should give way and be postponed to this. This is the solid and substantial good, which tutors should not only read lectures and talk of, but the labor and art of education should furnish the mind with, and fasten there, and never cease till the young man has a true relish of it, and places his strength, his glory and his pleasure in it.

MAURY'S MANUAL OF GEOGRAPHY.

NEW 1899 EDITION.

It is thoroughly up to date in text and maps.

It has a large number of new pictures, each of which instructs as well as illustrates.

The recently acquired Island Regions of the United States are graphically presented in text, illustions and maps. They are treated under the United States and not in supplement.

A new supplement contains much interesting and valuable geographical information, including map of the Samoan Islands with descriptive text.

Maury's ideas and method of teaching geography were, when first presented, in advance of the times. They are to-day accepted by a large number of thoughtful educators throughout the country as psychologically correct. After a brief presentation of the underlying principles of mathematical, physical and political geography, each section of the earth is treated in detail, and finally, after the pupil has mastered these details, he is led by a carefully constructed series of review studies to look at the earth as a whole—as a unit. This is the true pedagogical method.

Holmes' New Readers.

FIRST, SECOND, THIRD, FOURTH, FIFTH.

Well graded. Beautifully illustrated. Attractive in sudjects of lessons. Many interesting stories about plant and animal life interspersed with other choice reading matter of high literary excellence.

Sanford's Arithmetics.

PRIMARY, INTERMEDIATE, COMMON SCHOOL, HIGHER.

In these books the gradation of work is easy and natural. They make interested and intelligent students. The work and problems are practical. The extensive and sustained use of these books attest their peculiar adaptation to the needs of a large and widely extended class of schools.

Hansell's Histories--New Editions.

SCHOOL HISTORY OF THE UNITED STATES.
HIGHER HISTORY OF THE UNITED STATES.

The new editions of both these books are most attractive in quality of text, accuracy, clear and pleasing style, pictorial illustrations, maps, etc. They correspond exactly with the former editions in arrangement of topics, chapter headings, etc.

Finger's Civil Government

IN NORTH CAROLINA AND THE UNITED STATES.

A School Manual and History. I. General Idea of Civil Government. II. Government in North Carolina. III. Government in the United States.

UNIVERSITY PUBLISHING CO.,

714 and 716 Canal St., New Orleans. **43-47 East 10th Street, New York.**

In dealing with advertisers please mention the North Carolina Journal of Education.

North Carolina Journal of Education.

Devoted to Education in North Carolina and the South.

VOLUME III. OCTOBER, 1899. NUMBER 3.

North Carolina Journal of Education.

Entered as Second-Class Matter at the Post Office at Greensboro, North Carolina.

PHILANDER P. CLAXTON,

Professor Pedagogy State Normal and Industrial College,

EDITOR AND MANAGER.

Published monthly at Greensboro, N. C.

SUBSCRIPTION, $1.00; SINGLE NUMBERS, 10 CENTS.

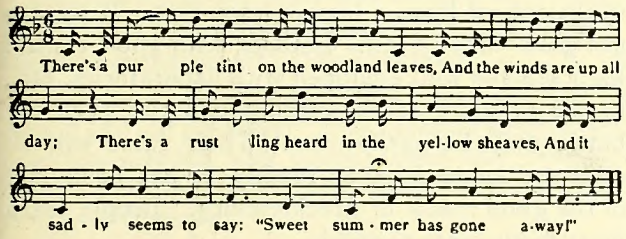
In ordering paper give name, postoffice, county and state.

Remittances should be made by money order, express order or bank draft, payable to North Carolina Journal of Education,

Personal checks should not be sent for sums less than $1.00. Stamps, one and two cents, taken for $1.00 or less.

Address NORTH CAROLINA JOURNAL OF EDUCATION Greensboro, N. C.

Sweet Summer Has Gone Away.



In the wrinkled brook no roses peep;
And the bees no longer stray;
And the butterflies have gone to sleep;
And the locust trills all day,
"Sweet summer has gone away!"

Oh the browning field the spider spins
Where the lambs no longer play;
And the cricket now his chirp begins;
And the quail is whistling gay,
"Sweet summer has gone away!"

There are loving arms for baby dear,
Though the skies are chill and gray,
And a cosy home-nest all the year,
And sweet kisses every day,
"Though summer has gone away."

The opening of school should be an event, not only to the child's mind, but to that of the parents. Let teachers and committeemen resolve that the schools shall be better attended than ever before. You send your children to school; doubtless most people who read newspapers do, but are there any neighbors near you who are cutting their children off from this small opportunity? If so, for the sake of children who cannot speak for themselves, it is your duty to try to persuade such parents to send their children, too; for, as the true God liveth, each of us is measurably our brother's keeper.—*Monroe Journal.*

Mr. J. T. Alderman, formerly superintendent of the schools of Reidsville, N. C., and for the last four or five years connected with the public schools of Columbus, Ga., has accepted the position of superintendent of the schools of Henderson. The JOURNAL Welcomes Superintendent Alderman back to North Carolina.

The next meeting of the Madison county teachers' association will be held at Marshall, Nov. 4. The subjects for discussion are:

1. What are the best methods of teaching morals, manners and cleanliness in the public schools?
2. What can a teacher do to secure a larger attendance in the school?
3. Literature and English in the public school.

Col. Robert Bingham, of the Bingham School, Asheville, N. C., reports unusual financial success—such success as makes one feel that teaching is not the least remunerative business in the world. When this school was moved to Asheville eight or nine years ago Colonel Bingham issued first mortgage bonds on the school property to the amount of $30,000—the bonds to run twenty years. Eighteen thousand dollars of these bonds have been redeemed and are in Colonel Bingham's possession—elven years before maturity. Five thousand dollars of them were redeemed in one year.

Don't fail to tell your children of the shower of "falling stars" predicted for the night of November 13 or November 14. If seen on the night of November 13, it will not begin until about midnight; but it will be worth remaining up to see. Many teachers now in the schools have been born since this phenomenon occurred in 1866, beginning just before day; and not reaching its climax until after day and the children now in school will be men and women of middle age before it occurs again, in 1932.

The Raleigh Baptist Tabernacle has organized a night school, conducted by Superintendent E. P. Moses, of the Raleigh public schools, and Professor Brogden, of the Raleigh Male Academy. English Literature is the subject of study. This is excellent church work and worthy of imitation by the churches of every city, town and village, where good teachers can be had, in the South.

Since the beginning of the present year about $30,000,000 have been donated by private individuals to American colleges and universities, of which less than $1,000,000 have fallen to Southern institutions. The largest amount received by any institution is that of $15,000,000 to the Leland Stanford University.

Two Prizes for Country Schools.

The Ohio Farm Journal, offers a first prize of $50 and a second prize of $25 to the two country districts in any state in the Union which shall show the greatest improvement in its school buildings, outbuildings, grounds, shrubbery, etc., in any thirteen months between July 1, 1899, and November 1, 1900. The improvements made must be clearly shown by at least two clear photographic views, not smaller than 3x4 inches, of buildings and grounds, one taken in 1899 and the other in 1900, and not more than thirteen months apart in time; also by a correct plan or diagram and full description of the school grounds, buildings, walks, trees, shrubs, flower beds, etc.

Notice of intention to compete, with photograph of buildings and grounds, when the improvements began, must be received at the office of the *Ohio Farm Journal* not later than November 1, 1899. All who enter the competition are advised to write to L. H. Bailey, Ithaca, N. Y., for a copy of "Hints on Rural School Grounds," which will be sent free of charge.

Everywhere in North Carolina the sentiment for good roads seems to be growing, and in several counties the work of grading and macadamizing has begun. Every teacher in the public schools of the state should encourage this movement and make special efforts to help develop the sentiment. Occasional lessons on the value of good roads should be given to the whole school, and a "good roads day," with addresses by prominent citizens favoring the building of the roads, might do much good. Of course the parents of the children should be invited to hear the addresses, and the improvement of the schools should not be passed over in silence. Teachers should take and interest in all questions of this kind effecting the welfare of the community, and in this one especially, since the welfare of the schools is so closely connected with it. With good roads, there will be little or no opposition to lessening the number of schools and increasing the size of the districts, a measure absolutely necessary to any great improvement in the schools.

Mecklenburg county built good roads by local taxation, notwithstanding the bitter protest of many of the most prominent citizens of the county, and now all the most progressive counties of the state are beginning to follow her example. Some of the counties will probably issue bonds for this purpose to an amount equal to tho school fund for ten years and more. Let the teachers and friends of the school learn a lesson from this. If we can get good nine months schools, with good central high schools well equipped with laboratories, etc., in one or more of the leading counties, then the battle may be easily won. Their value will be seen and appreciated as readily as has been that of the good roads of Mecklenburg. People learn most easily from example.

Some of the members of the faculty of Trinity College are delivering a series of lectures to the colored people of Durham. The first of the series was by President Kilgo, on "Personal Economy." The second was by Prof. Basset, on "The Poor Man's Opportunity." Other lectures will be delivered by different members of the faculty.

This seems to us a very praiseworthy movement, and one from the general adoption of which in all college towns much good might come.

The School Directors of Union county think the public schools of the county should be kept open continuously as long as the funds permit, rather than that they should be divided into two short sessions, as is done in some counties. This is wise. Much waste of energy and money is caused by dividing a school term of four or five months into two sessions with an intermission of from two to four weeks. The way to secure a regular attendance is to have a regular school term.

On Nov. 20 the town of Monroe will vote on the question of levying a special tax for the support of graded schools. Among the able arguments for the measure presented in the local papers, the following should appeal to the citizens who pay the taxes and who, also, have children to educate :

I notice on the tax book a man whose property is assessed at $10,000. He is called wealthy. His tax for a graded school would be $31. He has four children, and his tuition would be $80 at the private school. I notice another man whose property is valued at $5,000; his tax would be $16; he has three children, and his tuition would be $60.

But the average tax payer owns about $2,000; his tax would be $7; and he has five children; his tuition would be $100. His tax would not send his children to school one month. Many own only $1,000, their tax would be $4; their tuition for two children would be $40

It is the cheapest system of educating your children. Even from the standpoint of their own interests, nine-tenths of the voters of Monroe ought to support this measure.

On Oct. 19, Avery Kale was hanged at Newton, N. C., for the crime of murder. The following is taken from the report of the execution :

Kale was a young white man, being a little more than 19 years of age, and unmarried. From childhood none but the baser influences had been thrown around him. Virtually raised in a distillery, and in ignorance, his life was totally devoid of moral training.

We commend this as a good text for those who so zealously preach the doctrine that education produces crime.

God did not intend that children should earn their bread. It is a reversal of His laws to put them at hard and continuous labor, and rob them of the time they should romp and play, and above all of the precious hours they should be in school. * * * Child-labor, continuous, slavish, unregulated by law, defenceless in the hands of cupidity, is an outrage on our civilization.—*Charity and Children.*

In the reclassification and re-arrangement of the books in the state library, Raleigh, a large room in the museum annex is given up to North Carolina history. The amount of matter is quite extensive, and this arrangement will be very helpful to students of the history of our state.

According to the ruling of State Superintendent Mebane the legal school day in North Carolina is six hours, exclusive of recesses.

The proceeds of a recent entertainment given for the benefit of the Charlotte library amounted to $75.

On Oct. 14, the Dismal Swamp canal, which was first surveyed by George Washington, was reopened for business. This canal has not been much in use for nearly a century. The canal extends from near Norfolk, Va., to the Pasquotank river in North Carolina, a distance of twenty-two miles. It is ten feet deep and eighty feet wide. Merchant vessels of not more than ten feet draft, and small war vessels, by using this route, may avoid the perilous Hatteras coast in passing from the sounds and rivers of North Carolina to the Chesapeake bay. This canal will be very valuable to the people of the Albemarle and Pamlico regions, stimulating the trade of this section. Very large and valuable tracts of timber are made accessible by the canal.

Let children locate on maps of North Carolina and Virginia the canal and the places affected by it. Also let them trace the natural inland waterway from New York to Savannah—a way the opening of which, at a comparatively small expense, would more than double the value of every foot of land in eastern North Carolina.

The regular line of steamers just being put into operation from Norfolk to London, Hamburg and Rotterdam, will greatly increase the value of this canal to North Carolina.

Superintendent Mebane has received from Dr. Curry, General Agent of the Peabody Fund, North Carolina's apportionment from this fund for 1899-1900, as follows :

Normal and Industrial College, Greensboro	$2,000
Newbern Graded School, Newbern	200
Waynesville Graded School, Waynesville	150
High Point Graded School, High Point	100
Kinston Graded School, Kinston	200
Mt. Airy Graded School, Mt. Airy	100
Washington Graded School, Washington	200
Colored Normal School, Elizabeth City	300
" " " Franklinton	100
" " " Goldsboro	100
" " " Winston	600
" " " Fayetteville	300
" " " Plymouth	100
Summer Institutes (For Colored Teachers)	400
Peabody Normal School Scholarships	2,250
	$7,100

The following resolution has been adopted by the Board of County School Directors of Durham county :

Resolved that the board of school directors of Durham county public schools construe the school day to be six hours actual school work, intermissions and recesses not to be counted in. No teacher's voucher shall be valid unless a certificate of conformity to this resolution accompany said voucher. The attention of school committeemen is urgently called to this.

The Wisconsin Dairy School, located at Madison, has 122 students, who are learning to make butter and cheese and manage the dairy. Schools like this make a state rich. Men and women who learn to do things well produce more and are more valuable to the community in which they live than those who do not.

At the Industrial Convention recently held at Huntsville, Ala., a resolution was passed asking the National Government to appropriate $500,000 for a great textile school at some central point in the South, and urging all Southern congressmen to use their influence in securing the necessary legislation. We hope it may be done, and that every state will follow it up with at least a half-dozen technical schools of various kinds, all supported by the public and free to all who will take advantage of the opportunities offered. The investment would pay a thousand per cent. annually in clear cash.

Some Best Books for Children Under Twelve.

The *London Academy* has taken a vote among its readers as to the best dozen books for children under twelve years old, with the following result :

Alice in Wonderland.
Andersen's Fairy Tales.
Struwwelpelter
Grimm's Fairy Tales.
Kingsley's Water Babies.
Lamb's Tales from Shakespeare.
Robinson Crusoe.
Arabian Nights.
Pilgrim's Progress.
Kingsley's Greek Heroes.
Stevenson's Child's Garden of Verses.
Little Lord Fauntleroy.

Then follow thirteen books in the following order :

The Jungle Book.
Aesop's Fables.
Master-Man Ready.
Through a Looking Glass.
Tom Brown's School Days.
Swiss Family Robinson.
The Book of Nonsense.
Mother Goose.
The Rose and the Ring.
Jackanapes.
Black Beauty.
The Blue Fairy Book.
The Boys' Own Paper.

Both these lists are excellent; but one who has studied the question of children's reading with practical observations finds it difficult to understand why Andersen's Fairy Tales should be put before Grimm's, why the list should begin with Alice in Wonderland, why some good book of adventure, such as boys like so much, is not included, why no biography of great men nor any history story is mentioned, why Homer's Odyssey should be omitted, and why the Bible should not be named in any list of twenty-five books for children who may be as old as twelve ; for, while much of it is beyond the comprehension and interest of children of this age, there is nothing in all literature that for children can take the place of the stories of Creation, the Flood, Abraham, Joseph, Moses, Samson, Gideon, Samuel, David, Elijah, Daniel, Ruth and Esther, and the simple parables and stories of the New Testament. When properly presented, that is, when children are allowed to read them as they do other stories and books, there is nothing more fascinating than these stories, as many men and women whose childhood fell in the days before the International Lessons had spread their blighting effect over all can testify ; and the permanent result, which must always be taken into consideration when choosing reading matter for children, is hardly to be compared with that of many of the twenty-five books of the *Academy's* two lists. The same may be said, though in a less degree, of the Odyssey.

Superintendnet Mebane's Letter on Temperance Instruction in the Schools.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
RALEIGH, Oct. 10, 1899.

To the County Superintendent and Teachers of Public Schools.

DEAR FRIENDS:—I wish to call your attention to Section 74 of the School Law : "The nature of alcoholic drinks and narcotics and special instruction as to *their effect upon the human system* . . . . shall be included in the branches of study taught in the common or free schools in the State of

North Carolina, and shall be studied and *taught as thoroughly* and *in the same manner* as other like required branches in said schools," etc.

This subject has not received the attention and has not had the time devoted to it that should have been by some of our County Superintendents and teachers.

If we are to become a sober, temperate people, we must look to the rising generation. A large per cent of the men and the women--what a pity we must name women—who are slaves to narcotics and alcoholic drinks will never be reclaimed from the miserable bonds which are crushing their lives, their hopes and happiness and hurrying them on to fill untimely graves. Then *how important* it is that the *awful consequences* of these narcotics and drinks be impressed upon the minds and hearts of the children.

What strong drink is doing for the men from twenty to fifty years of age, the same, to a wonderful extent, the cigarette and tobacco are doing for the boys from twelve to twenty years of age. The time has come for teachers to cry aloud and spare not. I care not if our school fund is increased some from liquor license, the more's the pity. I care not if tobacco men give their thousands to colleges and educational institutions, this *ought not* and *will not* shut the mouth of any true teacher against these evils. Yea, what shall it profit us if our public school funds are increased and our colleges are handsomely endowed, if our boys and girls are to be ruined!

Let our teachers and County Superintendents, too, be living examples of total abstinence from the use of all narcotics and alcoholic drinks. I like to see a preacher practice what he preaches, and I also like to see a teacher live the life he sets up as a model for his pupils as nearly as possible. The very idea of a Superintendent of Schools or a teacher taking a drink on the sly, or puffing a filthy pipe, or smoking a cigarette! Away with such conduct on the part of teachers.

Yours on behalf of the children,

C. H. MEBANE,
Supt. Public Instruction.

Text Books for the Public Schools of North Carolina.

The following letter should have an interest for public school teachers as well as for county superintendents:

To the County Superintendents of Schools:

DEAR SIR:—I have numerous inquiries in regard to the text-books to be used in the public schools, what prices, etc. These inquiries, strange to say, come very often from teachers who ought to be informed on questions of this kind.

I wish you to go to the Register of Deeds of your county and make a copy of the contract your county has with publishers, the names of the books, together with the prices to be paid for them by the children.

I think it would be well to have this list of books, together with prices, published on good cardboard and placed in each school-house of your county. In this way not only the teacher would know what books he is required to use, but the children would also know what they must pay for them.

You will find that the contract provides that books shall be sold at the prices contained therein, and if merchants and book dealers are charging more than these prices it is your duty to look after the matter and see that the publishers place the books on sale at the prices agreed to in the contract of 1896.

You will see by referring to Section 80 of the School Law, "That the text-books now prescribed and in use in said schools shall not be changed, *nor the price of the same raised* prior to said date, and that the list of such books, and the price for the same as *now recorded* upon the minutes of the County Board of Education." etc

Thus, you see, the Legislature of 1899 virtually adopted the text-books for two years; you will so inform the public, and especially the teachers of your county.

C. H. MEBANE,
Supt. Public Instruction.

Southern Educational Association.

The people of Memphis are working away on the necessary preparations for the meeting of the Southern Educational Association, the general programme is about completed. The department programmes will be completed before Dec. 1st., the railroads are announcing one-fare rates, and with the co-operation of the teachers of the southern states, this meeting will become a powerful factor in the educational progress of the South. All over the southern states there are signs of such a revival of educational spirit and effort as has never before been known. This association is the one medium through which this new enthusiasm can be directed into the most profitable chanels, and the various efforts united into one grand and resistless movement that will sweep these states forward to the place they should hold in the ranks of educational progress.

Your own interests and the interests of the cause demand your presence at this meeting. Let nothing keep you away. Inquire at your railroad station the price of a single fare to Memphis, add $2.00 to this to pay membership fee, allow $2.00 a day for hotel bills, and you will have the amount of the necessary expenses. The meeting will be held on December 28, 29, 30. Tickets will be good for return on or before Jan. 8, 1900.

For further information address

JUNIUS F. JORDAN, Pres.,
Fayetteville Ark.,
P. P. CLAXTON, Sec.,
Greensboro, N. C.
Or H. N. ROBERTSON, Sec. Ex. Board,
Memphis, Tenn.

Education and Crime.

Every one who has any doubt about the relation of education to morality should write to Prof. E. C. Branson, Athens, Ga., for a copy of his paper on education and crime, read before the School-Masters' Club of Athens, October 6th. It is thoroughly in harmony with the interview of Dr. Wm. T. Harris, published in this issue of the JOURNAL, but treats the subject more exhaustively. One very interesting fact shown by Professor Branson is that in Georgia the per cent of criminals among the illiterate negro population is two and one-half times that of the negro population counted as literate. Both Dr. Harris and Professor Branson show that, with remarkable recurrence of figures in state after state and in different countries, the per cent of criminals from the illiterate population is eight times that from the literate. When it is remembered that every one who can barely read and write is accounted literate, it will easily be seen that universal education to a degree sufficient to form the character and prepare for the demands of modern life would go very far towards lifting the entire criminal population into the ranks of law-abiding citizens. If it is remembered that comparatively few negroes have had more than the beginnings of a school education, and that this has been given frequently under the most adverse circumstances, it will not be difficult to believe that education will have the same effect on the negro, when it is given fully and freely, that it has on other races.

We have tried many things to diminish crime; let us give universal education a fair trial. It will cost less than many other things that have failed. But to give it a fair trial means to give at least a good high school education to every child, white or black, and the opportunity of whatever more any one may be induced to take. It means that the courses of study shall be so revised as to give intelligence, character, skill, and love for those things that are pure and uplifting. It means that honest labor and right living shall be the central idea in every course of instruction. It means that teachers must be prepared to do their work, and that the home, the church, and every other organized agency must work in harmony with the school for the education and salvation of the children. It means that the life, character and eternal welfare of the child shall be accounted of more worth than the few dollars required to provide it the necessary means of education.

The Raleigh Plan for the Over-crowded Lower Grades.

In remodelling the Murphy school building, which has been purchased recently by the Raleigh School Board, and in the new Wiley school, which is building, Superintendent Moses is preparing rooms so that he may put into operation a plan well worth careful consideration by all graded school superintendents and principals.

The rooms for the primary grades are made large enough to seat comfortably at single desks from sixty to seventy children, leaving room for small classes to assemble for recitation. Connected with each of these larger rooms are two smaller rooms about 11x16 feet. These are provided with blackboards and recitation benches. The grade teacher employed and paid by the board, has charge of the large room. In the small rooms four assistant teachers work under her direction, two from 9 to 11:20 o'clock, the other two from 11:20 to 1:40. The children of the grade are divided into six classes of ten or twelve each, three of which recite at one time, one to the regular teacher, the others to the assistants. When these have recited the remaining three classes recite. The recitation periods are twenty minutes long. Thus all the children have twenty minutes for study and twenty for recitation, each child recites at least half a dozen times a day, and not more than ten or twelve children recite to any teacher at one time.

The young women who work in these small rooms receive no pay except the training which they get from this work and from the work of the Superintendent's training class, which he meets twice a week. They are all of mature years and are graduates of the high schools and colleges of Raleigh or of other schools of equal standing, and the professional training received here is well worth to them the time they give the school. After they have served an apprenticeship of one or more years in this way, some of these young women will be given positions as teachers in the Raleigh schools; others will teach in the public and private schools of Wake and adjoining counties. Thus, not only will the city be benefitted, but the country as well.

There are probably few towns in North Carolina or anywhere in the South in which from five to ten young women of good academic training could not be found who would be only too glad to take advantage of such an opportunity as this to prepare

themselves for usefulness in a way not otherwise possible for them. The general adoption of some such plan would greatly relieve the over-crowding to be found in the lower grades of all our schools, and would, thus, largely increase their usefulness.

It will be observed that this is quite different from the pupil-teacher system referred to in the September JOURNAL.

Hickory Will Vote on Special Tax for Schools.

On November 7th the town of Hickory, N. C., will vote on the question of levying a special tax for the support of public graded schools. The friends af the measure have been working hard, and it is to be hoped the election will be carried. No town with 800 children of school age can afford to be without good public schools, free to all. The sentiment for education is growing in North Carolina, and those towns that do not offer all their children the opportunity of a good education will soon be considered unprogressive.

The Committee appointed at the Washington meeting of the National Educational Association to investigate and report on the advisability of establishing a National University at Washington City will hold a meeting at Washington November 3d. President E. A. Alderman, of the University of North Carolina, and President William L. Wilson, of Washington & Lee University, are the Southern members of this committee.

At Banner Elk, N. C., the Presbyterians are building a high school building to be rented during the summer for use as a hotel. The income thus obtained will be used to help support the school in the fall. Well does Mr. Tufts, the founder of the school, say that meeting the people and preaching to them twice a month will never have much permanent influence on them. There must be a more solid foundation laid in the education of the school.

The Southern Music Teachers' Association was organized at Atlanta, October 25. The membership will extend to all the Southern States. Six of the states were represented at the meeting at which the association was organized. The officers are: *President*, Prof. Joseph Maclean, Atlanta; *Vice-President*, Dr. R. H. Peters, Spartanburg; *Secretary*, Mr. Gilmore Ward Bryant, Durham, and *Treasurer*, Prof. B. C. Davis, Atlanta.

The amount of shop-work required of the students in the Agricultural and Mechanical College, Raleigh, N. C., has been largely increased, and all shop-work is to be done in the afternoon and on Saturday morning.

The Asheville city schools have recently introduced an ingenious form of special report to be sent to parents of pupils monthly. The superintendent and teachers believe it will work well. For full copy of this report see page 32.

The public graded schools of Albemarle began their work Monday, October 30.

In the September number of the JOURNAL, credit should have been given Scott, Foresman & Co., Chicago, for their permission to use the song "October's Bright Blue Weather," taken from their second Book of Vocal Music.

Southern Educational Association, Memphis, Tenn.

For the above occasion a rate of one fare for the round-trip, plus $2.00 membership fee, has been authorized from all points on the Southern Railway, tickets to be sold from Virginia and North Carolina December 24th and 25th, and from points in other states December 25th and 26th, with final limit of all tickets January 8th, 1900. For full information call on any agent of the Southern Railway or write R. L. Vernon, Traveling Passenger Agent, Charlotte, N. C.

Patrons' Day.

Every school should have a day or half a day set apart for the exhibition of its best work to parents and visitors. The people of the district furnish the money to support the school and they have a right to see and to know what the results are. Historical papers, analyses of sentences, maps, arithmetical solutions, examination papers of all kinds, drawings, specimens of plants and animals, home-made apparatus to illustrate physics, lists of spelling, of diacritical markings, all of these and more in an infinite variety, can be ranged on the walls, on the blackboard, on the desks, and displayed for the inspection of visitors. Good work done during the year can be preserved for this day. Any teacher who can in this practical and real way show his patrons the honest results of his labors can not fail to secure their esteem and respect.—*Course of Study for the Common Schools of Illinois.*

An inventory of epoch-making discoveries and inventions previous to this century shows only fifteen items of the highest rank; the alphabet, Arabic numerals, the mariner's compass, the printing press, the telescope and microscope, the barometer and themometer, the calculus, gravitation, planitary motion, the circulation of the blood, the steam-engine, the foundation of modern chemistry and electrical science, and the measurement of the velocity of light. We do not know who is responsible for this inventory; but it seems to us the discovery of the properties of the circle might well be put in any list of great discoveries. It was no small thing to make the discovery that has finally put all the world on wheels. The same inventory gives twenty-four first-class discoveries and inventions for the present century, or sixty per cent. more than the entire list for all time previous to the beginning of the century.

So much for the first fruits of our beginnings at universal education. Put the opportunity for the highest development of all his faculties within reach of every child, give to each the power of entering into his great five-fold inheritance, and the twentieth century will surpass the nineteenth as this has any century of the past. What an abundance of material wealth this old world might produce, were every foot of it cultivated, and every natural resource fully developed! But equally great would be the spiritual and intellectual wealth if every inch of human brain were cultivated, and every mind and heart and native talent were developed to the full measure of their capacity. Let it be the great purpose of the next century to do this; let this be the great "Twentieth Century Movement."

There are about 180,000 Indians in the United States, exclusive of the five civilized tribes and the New York Indians. Of these 40,000 are of school age. There are 148 boarding and 149 day schools, with an enrolment of 24,325. The government appropriation for the education of the Indians last year was $2,636,390, about $66 for each child enrolled. Until 1877 the work of educating the Indians was in the hands of the churches. In that year the Federal Government made its first appropriation to this cause, $20,000. Assistant Commissioner of Indian Education A. E. Tonnor says, In less than thirty years the proportion of illiteracy among the Indians will be less than among the white children. Probably few North Carolinians know that the three or four hundred Indian children in Western North Carolina have a larger amount of money for their schools each year than all the children of the most populous and most wealthy county in the state.

The Indian Bureau has made an investigation of the subject, and finds that seventy-six per cent. of the graduates of the Indian schools at Carlisle, Pa., are doing well, and only four per cent. are worthless.

A principal part of the work of the teachers in the elementary and secondary schools is to train the children in the use of good books; to help them form a taste for good reading and a knowledge of good wholesome books. But to do this, the teachers must themselves have had such training as will enable them to do this. The normal schools and the summer schools for teachers should make this a large part of their work. There should be in every such school what Carlyle calls a Professor of Books.

A new system of manufacturing ice recently put into operation in a New York factory reduces the cost of manufacture to 50 cents a ton, or about 30 per cent. of the cheapest price under any older system. The cost of plant and necessary space is also much less than under the older system. It will now be possible for every large consumer to manufacture his own ice at a price that will make its use universal. An illiterate man did not discover this system; but more probably a man from the schools, with some knowledge of chemistry, physics and mechanics.

By a long series of experiments, Prof. Spring has found the natural color of water to be a pure blue The green color so often seen is due to the presence of very finely divided particles of white or colorless matter, which reflect a yellow light; the combination of yellow and blue producing green. Other colors are given by reflection or by foreign matter.

Philadelphia will present to the city of Paris a statue of Benjamin Franklin, for the exposition. It will be placed in Passy, where Franklin resided when he was our minister to France.

The essential principle of education is not teaching, but love. The child loves and believes before it thinks and acts.—*Ada Parrish.*

Dexter Edgar Converse, Founder of Converse College.

PRESIDENT B. F. WILSON, CONVERSE COLLEGE, SPARTANBURG, S. C.

Dexter Edgar Converse was born in Swanton, Vt., April 21st, 1828. His father dying when he was three years of age, he was reared by an uncle, Albert G. Brown, in Canada, being engaged with him in the manufacture of woolen goods until he reached his majority. His education was secured in the common schools of the country. At twenty-one, he secured a position in the Cotton Mills in Cohoes, New York, and remained there five years. In 1854, he came to Lincolnton, N. C., and in 1855 to Bivingsville, S. C., now Glendale, which was at that time a small yarn mill, where he was Superintendent until the Civil War, and he volunteered in the Army of the Confederacy, where he remained as a private soldier until the authorities requested his return, that he might help supply the army with cotton goods. After the war, Mr. Converse gradually bought the controlling interest in the mill, and in 1889 the D. E. Converse Company was formed. At his death he was President of four large cotton mills representing over a million and a half dollars capital. He is the great pioneer in the Cotton mill industry in the south, and has done, possibly, more than any one man, to secure attention to that large industry in the Southern States. In 1890, when Converse College was chartered, he assumed the responsibility for it beyond the $30,000 contributed by the citizens of Spartanburg, and from that time until his death, which occurred on the 4th of October, 1899, he took a warm and vital interest in all its welfare. His large heart and busy brain were always planning for its good. He has given, in all, something like $170,000 to Converse College. In his will, which was probated a few days ago, he bequeathes his handsome home in Spartanburg, to his wife, and after that, from his vast estate, estimated at $400,000, he has bequeathed one-third to his wife, one-third to his daughter, and one-third to Converse College, of which he always spoke as his other child. His beneficence places the College among the large institutions of the South. Already it has a plant valued at $200,000, and his gifts, wisely managed, will be a constant source of revenue to the building of the institution.

The Charter of the College provides that the institution shall never become denominational, and, if ever a majority of the Board of Trustees or the Faculty of Instruction is elected from the same religious denomination, the College forfeits its Charter, and the gifts of the College revert to the original donors, their heirs or assigns.

He was a modest man and a great man. With abundant energy, a great deal of wisdom, and an abiding faith in humanity, his presence was always an inspiration. He came among us an orphan stranger, and he has given to his adopted section a monument that will be increasing as each year goes by, and will keep his name fresh as one of her great philanthropists and benefactors. The following paper expresses his purpose in behalf of the College. It will hereafter be published on the first page of the catalogue, and will be incorporated in the Charter of the institution:

THE PURPOSE OF D. E. CONVERSE IN FOUNDING CONVERSE COLLEGE.

"It is my conviction that the well-being of any country depends much upon the culture of her women, and I have done what I could to found a college that would provide for women thorough and liberal culture, so that, for them, the highest motives may become clear purposes and fixed habits of life; and I desire that the instruction and influence of Converse College be always such that the students may be enabled to see clearly, to decide wisely, and to act justly; and that they may learn to love God and humanity, and be faithful to truth and duty, so that their influence may be characterized by purity and power.

"It is also my desire and hope that Converse College be always truly religious, but never denominational. I believe that religion is essential to all that is purest and best in life here and hereafter. I wish the college to be really, but liberally and tolerantly, Christian; for I believe that the revelation of God in Christ is for Salvation; and I commend and commit the College to the love and guidance of God, and to the care, sympathy and fidelity of my fellowmen."

He lived a few days after the College opening in '99 to see the large new dormitory which he had erected during the past spring and summer filled with students from many states, and to see the largest enrollment of students in the history of the institution, making about four hundred at the opening.

He was a great man; great in his purity, in his benevolence, in his charity.

At his own request, he sleeps on the College campus, and the sacred spot is covered each day with a wealth of flowers, and by and by, an historic monument will be erected, marking the resting place of one of the South's greatest philanthropists.

He lives most, who feels most, acts the noblest, and who does the best.

Assigning a Lesson.

SUPERINTENDENT E. P. MANGUM, WILSON, N. C.

There may be said to be two operations of learning-acquisition, or the getting of knowledge-material, and assimilation, or the perceiving of relations. No percept nor concept is really acquired unless it is retained, and associated or related facts are more easily retained than facts disconnected. The learner acquires facts, and his mind then sets to work to understand, to think upon, and to assimilate these facts. So closely does assimilation follow acquisition that the acts can hardly be distinguished.

The pupil comes to the teacher to be guided and stimulated in learning, and it behooves the conscientious teacher to consider constantly the part he is to play in this training of mind.

The vital point of contact between the teacher and his class is the lesson. By means of the lesson the teacher must hope to arouse, direct, and stimulate the minds of his pupils. It is the only medium through which mind comes face to face with mind, and the results of this contact must be accepted as the measure of the teacher's work.

In the consideration of the lesson, the first point that confronts the teacher is the "Assignment of the Lesson." Many text-books are now published in which the authors claim to have divided the entire subject into lessons, thus saving the teacher much work. This very claim indicates that the proper division of a general subject into lessons is a matter worthy of consideration. Yet, is it probable that any author can properly assign work for your class of pupils?

What is it to assign a lesson? To point out a certain part of a general subject to be acquired, assimilated, and put into some form of expression by the pupil. In order to do this the teacher must know both the subject-matter and the learning mind. That is, he must know the relations of the different divisions of the general subject, and the particular relation of the part to be given as a lesson not only to the general subject, but also to the part that precedes and to the part that follows it; and, too, he must know the condition and the attitude of the learner's mind to the lesson to be assigned.

Again, the teacher must remember that *quality* of work is more important than *quantity*. How many of us fail here? The teacher who is a slave to the text book is not apt to think of quality, but rather of quantity. He who follows the motto, "Short lessons well mastered," will make more rapid progress in his work than he who drags his pupils through long studies.

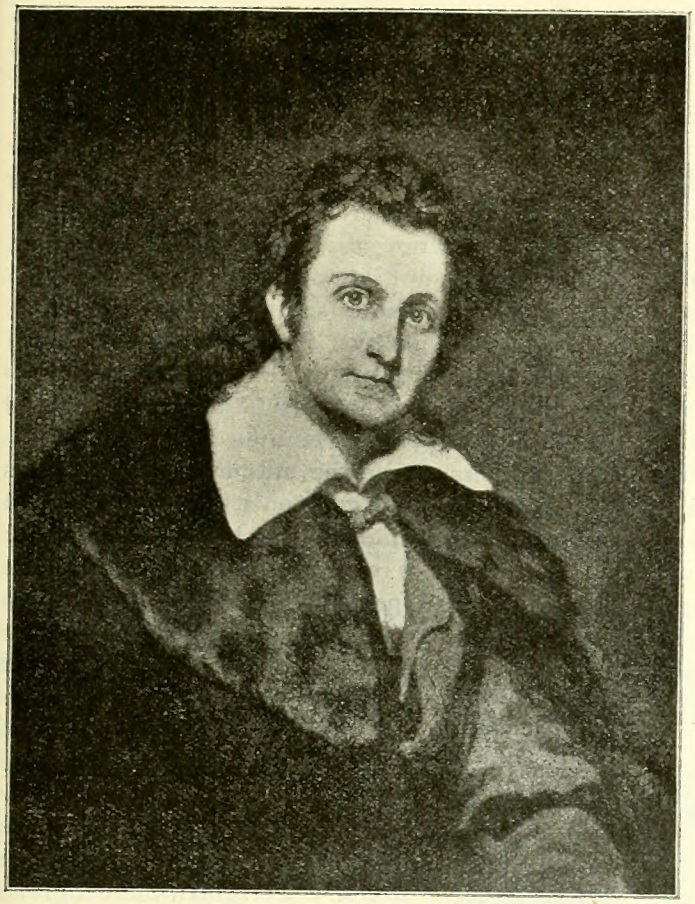
The "measure of length" for any lesson is the average capacity of the class considered in connection with the difficulty of the lesson. It will not do to say "ten pages to-day, hence, ten pages to-morrow."

Finally, the teacher should assign no lesson without stating to the class something definite as an aim. The pupil must be taught how to study. He has neither the power nor the knowledge to enable him to discriminate; hence, he plunges blindly into his lesson, and, most frequently, acquires nothing for his labors. He should begin his preparation with forewarned intelligence. This is possible in almost if not all subjects, and is one of the teacher's most important duties.

The extent and character of this preliminary drill depends upon the nature of the lesson and the pupil's needs. The statement of the aim of the lesson, and how to use present knowledge in acquiring the new truth are points upon which all pupils generally need direction.

A prominent educator of our state once said, "Let me hear a teacher assign a lesson, and I will tell you what kind of a teacher he is." Was he right, or not? The assignment of a lesson is a matter worthy of the careful study of all earnest teachers.

So long as present conditions exist we shall regard it as gravely wrong for any Baptist to support any public officer who is not pledged to appropriate all the money possible and to help in every other worthy way to build up our free school system. It is not the child's fault that he is uneducated and has no schools. It is the man's—not the father's, but the citizen's fault, the Christian's fault and shame. To deny a human mind the opportunity of development is an incomparable wrong. —*The Biblical Recorder.*



John J. Audubon

From the Miniature by F. Cruikshank, Published by Robert Havell, Jan. 12, 1835.

John James Audubon, the Ornithologist.

T. GILBERT PEARSON, GUILFORD COLLEGE, N. C.

In the old Trinity churchyard of New York City stands a monument which marks the resting place of the great ornithologist and artist-naturalist, John James Audubon. Fifty years have passed since his labors ended and the scenes of life passed from his vision, yet his efforts are not forgotten and his great paintings from nature are ever increasing in value as the years go by.

This man was a native American. His father, a gay, roaming French admiral, having married a Spanish Creole of rare beauty, was located for a time in Louisiana near New Orleans. Here Audubon was born. Soon afterwards his mother died, and the month and even the year of his birth is lost. His grand-daughter, however, places the time at not far from 1772; others give it as May 4, 1780. Later his father removed to France, and there under the guidance of a careful step-mother the youth received his early training. Every advantage of education was his. He was taught to dance and fence. He received careful instruction in drawing, and during these formative years of his life became a skilled musician, playing well the violin, the flute and the flageolet.

The striking characteristic which marked his disposition was his all-absorbing interest in natural history and his intense love for observing the actions and habits of birds. In this his father wisely gave him encouragement and often walked with him through the groves and fields. The young Audubon soon learned to distinguish the common flowers and trees, and became familiar with the birds of his neighborhood. While a mere child he began to sketch and paint the forms and colors of these beauties of nature. Hundreds of sketches were made annually only to be thrown aside as his discriminating eye saw that the flowers were unnatural and his birds were strange crippled creatures or lacked life and symmetry. For a long time he made bon-fires of these drawings each year near the anniversary of his birthday, having at such times a general cleaning out of his desk and portfolia.

At the age of seventeen years he returned to America, the land to which his heart was ever loyally attached. For several years his home was on a farm belonging to his father, situated near the Schuylkill river in Pennsylvania. Here his life was one devoid of care or responsibility, which left him at liberty to follow without restraint the occupation indicated by the desire of his whole being. Observing and drawing were the subjects which most claimed his attention. Into the woods he would go, spending hours in watching birds and sketching them from life. Of the simpleness of his life at this time he wrote :

"I lived on milk, fruits and vegetables, with the addition of game and fish at times, but never had I swallowed a single glass of wine or spirits until the day of my wedding. The result has been my uncommon, indeed iron, constitution. This has been my constant mode of life ever since my earliest recollection. * * * I never went to dinners, merely because my choice of food occasioned comment, and also because often not a single dish

was to my taste, and I could eat nothing from the sumptuous tables before me. * * * All this time I was as fair and rosy as a girl, though as strong, indeed stronger than most young men, and as active as a buck."

Audubon was quite a handsome man and his every movement indicated great strength and activity. His countenance was marked by a pair of beautiful, beaming eyes, a noble forehead, and long locks of hair which fell curling on his shoulders. His face wore an expression of remarkable energy and singular intelligence. He was in all a distinguished looking person, being such a man as a stranger in a company would be sure to point out and make inquiry concerning. So little did he care for society that his future wife lived many months near his home before he made her acquaintance. This lady, Lucy Bakewell, was an English woman of high attainments and possessed such sterling qualities as at once to attract the young man's attention, and at the first interview he felt that this was the woman with whom he should like to share his life work. He wooed with the same ardor displayed in studying birds; but her father advised him to enter some steady business before marrying. He therefore turned his attention to mercantile pursuits with the limited success which might be expected to attend the efforts of one so deeply engrossed with the charms of the wild life about him, and who cared so little for contending with men and for the accumulation of pelf.



From the Portrait by Henry Inman.

After marrying in 1808 he removed to Louisville, Kentucky, with the intention of leading the life of a merchant, but he could not keep out of the all-absorbing woods. In those days merchants had to make the long overland trip to New York City to buy goods, in wagons or with pack trains. These trips were always undertaken by Audubon with delight, as the trails led him through "the beautiful, the darling forests." Of these trips he writes:

"Were I to tell you that once, when traveling and driving several horses before me laden with goods and dollars, I lost sight of the pack-saddles and the cash they bore, to watch the motions of a warbler, I should only repeat occurrences that happened a hundrad times and more in those days."

After three years he gave up business, his partner declaring, "Audubon had no taste for commerce and was continually in the forest." Then came the period of his real life work, the years in which he was to materialize and carry into action the plan of his great undertaking, the delineation of the "Birds of America." In order to make the necessary collection of drawings he was compelled to undertake long excursions into the field, often to be separated from his family for months at a time. His travels led him over the greater part of North America. In his journeys he searched the woods and lake shores, penetrated swamps, and waded marshes, traversed the prairies and followed the migrating birds along the Atlantic coast. It was his custom on coming upon a bird which he had not hitherto delineated to watch its movements for a period, and then securing the specimen if possible, paint it on the spot, before any of the delicate tints of feather or beak or foot should be lost.

These paintings were life size of all except the larger birds, and were prepared in an extremely careful manner. Every part of the body was reproduced the exact size of the original, the wing, the foot, the bill as well as *each feather* being carefully measured before drawing. What a vast expenditure of energy and patience it must have required to paint a single bird! What a gigantic undertaking to thus portray from two to four specimens of every bird in North America. None but a man whose heart was hot with a great ambition would have attempted it; no one but an indomitable genius could have accomplished it.

Gradually his collection of drawings grew until it represented nearly one thousand figures of birds. Having occasion to visit Philadelphia, he carefully packed and boxed his drawings, then, with many injunctions to his friends as to the care which should be taken of them during his absence, departed from Henderson, Kentucky, on his long journey. Returning some months later, his first request was for his "treasure," as he termed it. Upon removing the lid he found to his great agony that a pair of Norway rats had taken possession of the box in which to rear their young. The material results of months and years of labor lay before

him a gnawed, torn, shapeless mass of worthless paper. A mist blurred his vision and pains shot like burning needles through his brain. For many nights he knew no sleep, and days passed in wild oblivion, until his friends whispered that the story of the birds must be told by another pen, that another brush must paint their tints.

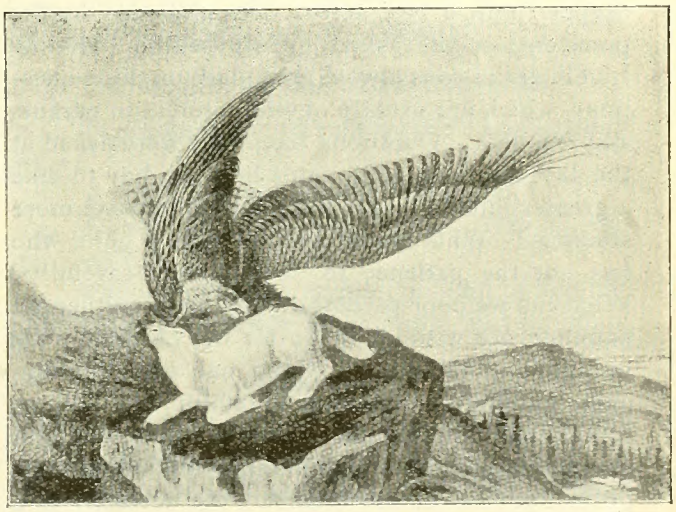
His strong constitution, however, withstood the shock and at length brought him to his feet. One day he took his gun, note-book and pencils and went out. He has gone to the forest, said his friends, for the iron has again entered into his heart and he is off for the marshes, the lake shore and the mountains,—the haunts of the gallinule, the wild duck and the eagle. Three years of almost incessant labor resulted in again filling his portfolio with drawings. And now he began looking for an engraver. Failing to secure one in America, he sailed for Europe. In Liverpool his drawings were highly praised, and, taking courage from this, he passed on to other English centres of scientific life and artistic taste. Everywhere he was received with the greatest kindness and enthusiasm. The Royal Society of England, the Wernerian Natural History Society, the Scottish Academy of Painting, and others of the more prominent scientific societies in Great Britain immediately enrolled his name in their membership.

An engraver was secured, and after four years one volume of Audubon's Illustrations, containing one hundred plates, was placed before the public. The greater part of the time while this volume was in preparation Audubon had been carrying his portfolio from city to city through England, Scotland and France soliciting subscriptions of one rich man after another, in order to meet the heavy expenses of the engraviug and printing. It was published as 'elephant folio,' and one of the objections raised against it was its enormous size. During the years of his wanderings in the American forests, and later while the publication of his book was in progress, he was often obliged to turn aside from his life work to earn money with which to prosecute his ends. This he readily did, mainly by drawing portraits and giving dancing lessons.

The book was published in parts of five plates each and when completed contained eighty-seven parts. Five hundred and six species of birds were represented by one hundred and sixty-five figures. The price paid per copy by the subscribers was $1,000. The work now commands from $1,500 to $2,000 when one is thrown on the market. About one hundred and seventy-five copies are known to have been preserved. Eighty of these are owned in America. The receipts from his "Birds of America" and later publications of a similar character furnished him with means sufficient for his remaining years. He purchased a home on the Hudson river, now within the present limits of New York City, where, with his wife and surrounded by his children and grandchildren in one happy household, he passed the golden autumn of his life. Writes his companion in many a woodland ramble:

"You had only to meet him to love him, and when you had conversed with him for a moment you looked upon him as an old friend, rather than a stranger. * * * To this day I can see him, a magnificent gray-haired man, child-like in his simplicity, kind-hearted, noble-souled, lover of nature, and lover of youth, friend of humanity, and one whose religion was the golden rule."

Audubon died at his home January 27, 1851.



Painted by Audubon, London, 1828.

All the illustrations in this article are taken from "Audubon and His Journals" by Maria R. Audubon, and are used here through the courtesy of Charles Scribner's Sons, New York.

The family, the church, the state; industry and commerce; science and art, owe their very being to education. Without it, they must sink back into the tyrannies and anarchies or individualism and perish in the primitive animalism of man.—*Supt. W. N. Hailman.*

Parents' Association in Asheville.—A Parents' Library.

PRINCIPAL R. J. TIGHE, ASHEVILLE PUBLIC SCHOOLS.

Public school patrons and the general public of Asheville have become aware of the necessity and value of parents and teachers meeting together for the purpose of discussing matters relative to the training of children in the home and school. As an evidence of this general desire for coöperation and mutual help, parents' meetings were held in each of the white schools the past year. These meetings have been well attended, so I think it is not putting it too strong to say that the public are thoroughly awake on this subject.

At a recent meeting held in the City High School "Punctuality As a Factor in Character Training" and "Effect of Home-Training Upon the Child's School Life" were the subjects for discussion.

Not the least important feature of these meetings is the question box. These questions are either dropped into a box at the door and read by the president, or are asked openly in the meeting. Lively discussions always take place on these questions, which are usually of vital interest to parents and teachers, Questions like these were asked at the last meeting: How can I help my boy to take a greater interest in his work and to become more studious? What would you do with a child who has not the patience to do his work carefully? What can we poor parents do who have neither the patience nor wisdom to do for our children what we ought at all times? Often one question suggests another, or indicates a reform or a help to some parent or teacher. For example, the last question above, after considerable discussion, suggested to one of the members the necessity of a library of books suitable for parents. The idea took instantly, and in a few minutes quite a large fund was raised and a committee appointed to select and purchase books. There is a great number of books like "Leonard and Gertrude," "How Gertrude Teaches Her Children." Rousseau's "Emile" and some of Mrs. Wiggin's books that would be of infinite help to parents like the one who asked this question. It is expected that this parents' library will be well organized and in full working order soon. Books will be given out once a week, all summer as well as during school months, to any parent who is a member of the association.

Music in the Public Schools.

There must be music in our public schools. I say 'must' because no less forcible word expresses it. There is no hope for the development of the musical taste of a community in which the children get no musical training outside of the Sunday School and the taking of lessons on the piano. These things are well enough as far as they go, but they are altogether inadequate to the making of an appreciative effect on the culture of the town as a whole. Children must be taught to think music; and not some children only, but all children —children of the poor as well as of the rich. They must learn to consider the ability to understand music just as important as a knowledge of Geography. The time is coming when it will be no longer very nice and satisfactory to say, "I like music, but I don't know anything about it," for music is beginning to be recognized as the greatest of arts. It stands for the aesthetic in education, and if a people ignore it as such, they must sooner or later yield up other points in the culture line to the communities that have not so ignored it.

I know that it is in some degree a matter of finance, but we cannot afford to let it remain a matter of anything that keeps music out. If we are to grow musically, we must have a musical atmosphere, which is simply a population that loves and will learn music; and this can only be gotten by starting on the children.—*J. W. Tillinghast in Greensboro Evening Telegram.*

A well-defined and thorough system of education will begin with public schools and end with the university. Between these extremes there is no conflict, no disharmony. A state system would fall short of its true, logical evolution, without a well equipped university. A university is forgetful, and fails to fulfill its true function if it does not ally itself actively, influentially, and beneficially with the public schools,—"the colleges of the people." Cet it diffuse a stimulating influence, awaken a public sympathy with its grand ideas and purposes, and send its own energies and culture through the entire system. I can hardly conceive of anything more unwise, unnatural, illogical, than hostility between a state university and a state system of education for the people. The common effort and desire should be to give the greatest possible efficiency to the whole educational system, from the primary school to the university.—*Dr. J. L. M. Curry.*

Notes on Tobacco.

SUPT. C. S. COLER, CONCORD, N C.

I am pleased to note that the State Superintendent is calling attention to the importance of teaching the effects of tobacco. "Light," says Emerson, "is the best policeman." Intelligence, too, may often be the best preventive of vice and bad habits. The faithful teacher will not be silent on the bad effects of alcohol, even if he be teaching in a city where two-thirds of the taxpayers and half of the members of the board of education are supporters of the saloons, nor will he be silent on the bad effects of tobacco, though he teach in a state one of whose chief products is tobacco, and some of whose colleges are endowed by money made by the sale of the deadly cigarette.

In some states the game laws forbid the shooting of birds except when on the wing, thus giving them a chance for life. It is but fair that children should be treated with as much consideration as the game.

TOBACCO.

1. Named from island, Tobasco, Gulf of Mexico.
2. Perhaps first cultivated in Central America.
3. Columbus found American Indians smoking, 1492.
4. Introduced into France by John Nicot.
5. Sir Walter Raleigh introduced it into England.
6. King James wrote, "Counterblast To Tobacco."
7. Queen Elizabeth published an edict against its use.
8. Burton says: "Tobacco is hellish, devilish; the ruin of body and soul."
9. Sir Thomas Dale introduced the culture of tobacco into Virginia, 1616.
10. In 1620-21 women (150?) were imported to Jamestown and exchanged for tobacco, 20 to 150 pounds for each.

HOW USED.

1. For chewing, when made into plugs.
2. For smoking, when made into cigars, cigarettes, and "fine cut."
3. For snuffing, when made into a powder.
4. For coloring and for medicine.

BAD EFFECTS OF TOBACCO.

1. Stunts growth, especially in young boys.
2. Induces dyspepsia.
3. Causes cancer. (Gen. Grant died of cancer of throat.)
4. Causes disorder and diseases of heart.
5. Injures the eyes and blunts the intellect.
6. Deadens the moral sense.
7. Creates desire for strong drink.
8. Injures teeth and makes breath bad.
9. Causes epilepsy and paralysis.
10. Its use is a filthy and offensive habit.

SOME EXCUSES GIVEN FOR USING TOBACCO.

1. "It is a gentlemanly habit."
2. "My father has used it for years."
3. "The doctor recommended that I use it."
4. "I began it for fun, and now I can't stop."
5. "My grandfather both smoked and chewed, and he lived to be ninety-six."
6. "God intended it to be used, or he would not have created it.
7. "It helps me to digest my food better."
8. "It helps me to think better; Kant was a great smoker."
9. "It's a nice social custom."
10. "It gives employment to a lot of people who raise it, manufacture it, and sell it."

HOW TO CURE THE TOBACCO HABIT.

1. Don't begin it. Profit by the experience of others.
2. Assert your will-power. Be a man.
3. Don't "treat" nor be treated. Say *no*, and stand by it.
4. Chew a stick for awhile, or a bit of licorice.
5. Court the society of the clean, and be one of them.

SUGGESTIONS.

1. Calculate the interest and amount of one dollar a month saved from the age of 14 to 64.
2. A Sam Jones' definition of a cigar: "Small roll of tobacco, fool at one end and a little fire at the other."
3. It has been said that the introduction of slavery to the United States and War of the States was due to tobacco.
4. Good sometimes comes out of evil, we are told. Can you think of any good that resulted from the use of tobacco?
5. For 10 cents sent to Funk and Wagnalls, New York City, you can get the book, "Facts Ahout Tobacco."
6. These notes are designed for the use of teachers.

Utility a Factor in Pedagogy.

C. H. RIEDESEL, CONOVER, N. C.

A certain writer contributes an article in the September number of the JOURNAL on the subject: "The Psychological Basis of the Story," which, however plausible the reasoning, is not without gross fallacies. This writer proceeds from the standpoint that without interest and pleasure on the part of pupils in their studies nothing whatever is gained or accomplished. That a teacher can accomplish much by making all the studies interesting and pleasurable as well as profitable, no one in his right senses will deny. But what teacher does not find it imperative also to impress his pupils with the utility and necessity of their work? Where is the teacher that does not find it necessary to warn the children repeatedly not to waste the precious moments? A teacher can aid his pupils greatly, no doubt, by making their work interesting, but has any one yet succeeded in making the memorizing of the various tables of measurement, and especially the metric tables, so fascinating as to enrapture the pupils with transports of joy? There is probably nothing more interesting in the course of common school studies than physiology, but what teacher does not frequently find it necessary to avail himself of the argument of the utility and necessity of the study? What is more lovely and enjoyable than music? But does any one practice the scales merely for the enjoyment he derives from it? On the contrary, the scales and exercises are assiduously practiced for the benefit there is in it.

The real purpose of the writer manifests itself in the latter part of his polemics, ending as it does in an invective on catechization. He calls it a bore and a punishment which ends in aversion and disgust. He insinuates that it is a diet of bone meal. He asserts that it is giving a child that asks for bread, a stone. Such language is inexcusably extravagant. Is that most truthful and simple statement that "Man's chief end is to glorify his God and to enjoy him forever," a diet of "bone meal?" Is that gem: "I belong unto my faithful Savior," a "stone?!" Will any reasonable man call Luther's "Shorter Catechism," that model of childlike simplicity and sweetness, "the dry bones of theology?!!" Such language is intolerable. That there are catechisms which are not merely a diet of bone meal but even contain deadly poison, is indeed true, and that catechization may be made an intolerable bore and punishment as easily as Arithmetic and Grammar, I grant. But this does not justify the position of the writer as to catechization. He remarks that "memorizing a catechism that it may be understood in maturity is as if one should memorize the rules of algebra that he might understand the subject when he entered college." Is a more absurd illustration thinkable? If algebra were a consideration as all-important to the individual as his *righteousness*, *redemption* and *salvation*, who will deny the expediency, nay the necessity, for the child to commit to memory its axioms as soon as it is capable of memorizing them?

Want of space will not permit me to speak of the usefulness and necessity of *memorizing the catechism* at that stage of life when the mind is best fitted for memorizing, that is in childhood. I wish merely to show that the article is doing an injustice to catechization.

Continuous University Sessions.*

PRESIDENT JEROME H. RAYMOND, WEST VIRGINIA UNIVERSITY.

At a gathering like this one,—a gathering made up of men and women from every state and territory in our nation, one is forcibly impressed with the fact that it is impossible to separate ourselves one from another. For in this age of progress and of invention, the ends of the earth are gathered together with as much ease as a lady folds the corners of her dainty handkerchief together. Mountains are leveled, and plains and valleys meet together. Thought touches thought. One city shouts aloud to another city, and ocean-cables, fathoms deep, bear the greetings of distant lands to us. The chain that binds the human race together is growing firmer. All that is thought out in the solitude of the scholar's study, thunders or sings in the ears of the thronging multitudes of the city, or of him who paces alone by the seashore. This truth gleams through every phase of human life, and from every field of the world's work. A great word is spoken to-day—a great significant word on religion, on politics, on education. To-morrow all men will repeat that word with joy, and all minds and souls be the richer for that message.

In no field of work is the interdependence of society truer than in the educational world. Whenever some teacher, be he great or only known to

*Read before the National Educational Association, Los Angeles California.

the few who receive the Bread of Life from his hands, thinks out that which, put into action, shall add dignity and worth to life, which will make knowledge increase among men, which will bring into the mind and heart the voices of goodness and of beauty, do not the North and the South, the East and the West cry, "We, too, must have this gift?"

The educational world is alive, in these days, to every suggestion which shall assist in solving the vexed problems of life: how shall we get better returns in brain and soul for the time and money and thought expended? or, how shall we create in lives indifferent to the marvels of knowledge a great hunger and thirst for the higher things of life?

To-day, I shall briefly review *one* means of bringing to the reach of a far greater number of people than have heretofore been able to secure a college education. It is an innovation in University life. As yet, it is, in the eyes of many, merely an experiment. Yet it will gradually but surely force itself into our educational system. Indeed its advantuges are so many and so obvious that even the proverbial conservatism of our systems of education cannot permanently hold out against it.

The plan of continuous sessions is a part of a larger whole. It is one manifestation of the University Extension spirit,—that spirit which, during the last eight years, has been leading many of the more prominent universities of our country to widen their fields of activity with the purpose of bringing the advantage of the university to those classes of the population who have heretofore been deprived of university culture. This university extension spirit led, in 1890, to the organization in Philadelphia of the American Society for the Extension of University Teaching. From Philadelphia the movement spread in all directions over the country. At first this university extension spirit confined itself to the lecture field, sending University professors from their class-rooms out into the surrounding country to give more or less popular lectures to the people who could not or would not come to the university. Most educators and the public generally continue to associate the term university extension with this particular form of popular education. But the university extension spirit did not stop with furnishing popular scientific and literary lectures to the public. It has enlarged the scope of its activities, and has since manifested itself in a number of new forms. Instruction by correspondence is one of these forms. Evening and Saturday classes for teachers and others is another. The Summer Quarter and continuous sessions of the university itself is a third form in which this spirit has manifested itself. I am not called upon to discuss the other manifestations of the university extension spirit, but it ought to be understood that those institutions that have adopted the plan of continuous sessions have also adopted the other features of university extension. Indeed the work of giving instruction by correspondence to those who cannot attend the University in person might also be considered a necessary accompaniment of the plan inaugurated by President Harper at the University of Chicago. In accordance with this plan, while no student and no instructor is expected to work at the University more than nine months out of twelve, unless he so desires, the University itself is in continuous session throughout the year, there being no long summer vacation, but instead, four short vacations, one week long, at the expiration of every period of twelve weeks. Each of these periods of twelve weeks is appropriately termed a "quarter." Under this system a student may begin his work at the beginning of any quarter, and may take a vacation either in the summer quarter, or in the autumn, the winter, or the spring quarter; but he is at liberty to continue university work during all four quarters if he is strong enough and desires to do so. Similarly, an instructor may arrange to take his vacation in any quarter of the year, provided not more than one fourth of the instructors elect to take their vacation at the same time. Indeed more than a fourth of the regular staff may well be absent during the summer quarter if the university be able and willing to spend a little money for outside help; for in the summer it is easy to get able instructors from other institutions for comparatively low fees. The courses are so arranged that the work of each quarter is complete in itself, and courses for which there is great demand are given more than once in the same year, so that any student in attendance during that year may have the opportunity of taking them, in whatever quarter he takes his vacation. This is an important adjunct of the system. I believe there is no difference of opinion in our faculty as to the desirability of having subjects in the university begin at the beginning of a quarter, and completed during that quarter. Until this year we have followed the old plan of having students pursue a good many subjects

two or three hours a week each, continuing the study of each subject throughout the year. In this case, students who do not enter at the opening of the fall term are unable to take up the work to any advantage when they do enter. Having adopted the four quarter plan we find it eminently desirable to concentrate the work of the student during each quarter on fewer subjects. With few exceptions, at present our classes all meet five times a week. In this way it is possible for us to complete many subjects in one quarter, and thus our work in most subjects begins four times a year, and students who enter at the beginning of any quarter find classes which they may enter without the disadvantage of making up back work, always so exceedingly unsatisfactory to students and teachers alike.

So much then for the system itself. Its advantages are:

First, it enables us to meet, far better than they have ever been met before, the needs of that noble body of young men and women who work their way through college,—a body that would be much larger than it is if the conditions were more favorable to them. This body is a large one in West Virginia; but we are painfully conscious that many of the most deserving men and women of the state are kept out of college altogether, or until late in life, or are compelled to spend a great many years in completing their course, because they cannot so arrange their bread-winning work as to make it fit in with a college course. Many of these young men and women are teaching school during the winter months, and thus lose from one to two-thirds of each university year. And not infrequently the school term begins and ends at such dates as to make it useless to undertake to get anything of value from the University during the few weeks in the fall and spring that are left to them; in such cases, although their teaching takes hardly half a year of their time, they are cut off by it from all university privileges. This state of affairs ought not to exist, and it is quite unnecessary that it should exist. If a would-be student, in view of these difficulties, take for granted that he cannot, with any advantage, teach and go to the University during any part of the same year, and therefore plan to work steadily until he has saved enough money to carry him through one or more years of the university course,—he may be unable to get remunerative employment during all the four quarters of the year, and thus again he will lose valuable time because he has not the chance he could have to study any quarter that he cannot work at money-making to advantage. Furthermore, it is obvious that it is a great advantage to a student who has saved enough to keep himself at school twelve months, to be able to attend college continuously for twelve months, instead of having to content himself with nine, because college is not in session during the summer. Now that a young man or a young woman may attend the University during any quarter of the year, it is safe to say that the University will serve an immensely larger body than it has served in the past, and, moreover, that many of those whom it has heretofore served after a fashion, will be able to graduate anywhere from one to six or eight years earlier than they could otherwise arrange to do. But not only is there this great advantage to the regular student who, for economic or other reasons, may wish to take his university vacation at other times than in the summer; there is to be considered, in the second place, the advantages to the professional teacher and others, who, without the summer session that is an incident of the four quarter system, could get no direct advantage from the existence of the University. For the benefit of this class of students the summer quarter is divided into two terms of six weeks each, so that some short courses may be given which will enable the attendants to get valuable assistance from the University, either in the form of general culture, or in the form of special instruction and training to make their regular work more effective, without giving up their whole vacation. There are also, however, regular twelve-week courses such as are given during the other quarters.

Let it be noted, that a regular university session in the summer quarter, having in attendance a considerable number of regular university students, is very different from, and much superior to a mere summer school. One, at least, of our Professors of Pedagogy will always be on duty during the summer quarter, to conduct classes and lead Round Tables for the benefit of the teachers; and distinguished educators from other parts of the country are secured to give courses six weeks or twelve weeks in length. While it will always be desirable to have the department of Pedagogy represented during the summer quarter, it will not be necessary to have all other departments and sub-departments of instruction represented in the summer or any other quarter. One year the Professor of Geology, for instance,

may be present in the summer quarter, and take his vacation in spring, or winter, or fall; the next year he may take his vacation in the summer, and the Professor of Biology may be present that quarter, and so on. The four quarter system, therefore, need not necessarily be confined to universities that have great resources. While it is desirable, of course, to have all departments in operation every quarter, this is not an absolute necessity; and in the case of institutions that have not the financial means to add one-third to their annual expenditure, the summer quarter may still be adopted, and by proper arrangement of classes, the continuous session plan will at least double their usefulness, while increasing their expenditure very little or not at all.

A third advantage of the system is one that has already suggested itself to your minds, namely, that the effectiveness of our instructors will be materially increased by enabling them to take vacations when other universities are in session, so that they may learn at first hand what is being done in other institutions, and may see the work and learn from the masters in their respective specialties. It will be possible, under this system, for an instructor to teach for six or nine quarters successively, and thus earn a vacation of six or nine months on full salary, which will enable him, without financial sacrifice, to spend a year abroad in study if he desires to do so,—a privilege of which many of our professors already are planning to avail themselves. The result of this will be to keep our teaching force up with the times, and prevent the fossilization of our professors. Great as are the advantages of the four quarter system to the students, the professors have even more reason to appreciate it.

I have not spoken of the possibility the four quarter session will afford to the very strong and ambitious student of completing his university course in less than the regular four years, because I feel that such intense and unremitting application is not good for the average student; but of course there are cases in which such a course will be justifiable, and a great benefit to the student.

And now let me add one word as to the business and financial aspect of the matter. What business man would build and equip an extensive plant, for manufacturing or other business purposes in which his own personal interests were concerned, and then regularly allow it to lie idle during three months out of every twelve? What railroad president would advocate closing the stations, and stopping the service, for a long vacation of three months each year? No one, I am sure. Shall we, then, be less zealous to make the greatest possible use of the great educational plants whose care and conduct have been committed to our charge than we would be of our own personal business interests?

On the whole, it seems to me that there is everything to be said in favor of this admirable invention by president Harper, and nothing of consequence to be said against it.

It is a source of great satisfaction to me to be able to say that thus far the system has worked admirably at West Virginia University. Let me come down to actual facts and actual experience, and give you the real data of our first summer quarter, which began july 1, 1898.

At the outset we were able to secure a number of lecturers of note, among whom were President Benjamin E. Andrews, Superintendent of the public schools of Chicago; Dr. Nathaniel Butler, President of Colby College, Waterville, Maine; Dr. Lester F. Ward, of the Smithsonian Institute at Washington; Miss. Jane Addams, the founder and head resident of Hull House, Chicago; Professor B. A. Hinsdale, of the University of Michigan, and a number of others, who gave to us their best and choicest, gathered through years of untiring labor. We made the programme of courses for our summer quarter rich and varied, the evening lectures, which were opened to the public, becoming the central attraction of our little university city.

Notwithstanding the fact that it was the first summer quarter, the number of students in attendance was 190, representing thirteen states, viz: West Virginia, Georgia, Florida, Texas, Tennessee, Pennsylvania, New York, Maryland, Wisconsin, Washington, Illinois, Colorado, and the District of Columbia. Thirty-one of the fifty-five counties in West Virginia were represented.

The students were classified as follows: Graduate students, 18; Seniors, 10; Juniors, 12; Sophomores, 16; Freshman, 20; Law, 22; Engineering, 10; Special, 43; Premedical, 4; Art, 8; Commercial, 8; Music, 5; Preparatory, 23.

The graduate students were graduates of the following institutions: West Virginia University, 13; Yale University, 1; Bethany College, 1; Hampden-Sidney, 1; University of Washington, 1; Allegheny College, 1.

Among the students were three college profes-

sors,—two from Bethany College, and one from St. John's College, Maryland.

Ten teachers in the West Virginia State Normal Schools attended, and a goodly number of city superintendents and high school principals.

In addition to the 190 enrolled students, a large number, including normal school principals, clergymen, teachers and others, attended some of the courses of public lectures, but did not matriculate.

According to our homely proverb, the proof of the pudding is in the eating. In this matter of the desirability of maintaining a summer quarter as one of the regular sessions of the university, the real argument to be considered is the attitude toward the summer quarter of the students who attended it. And here I come to an additional advantage of the four quarter system which I have thus far omitted to mention. I refer to the enthusiasm which was manifested throughout the entire body of students who attended during the summer. I question if our University has ever manifested so much enthusiasm over any new line of policy as has been manifested in regard to the summer quarter. This enthusiasm has resulted in a very much larger attendance on our regular sessions. Notwithstanding a very great increase in our entrance requirements this year, our attendance was nearly 200 greater last fall than it was a year ago, and we attribute this increase in no small degree to the enthusiasm aroused by the summer quarter. This enthusiasm has been manifest not only in our regular student body, but also in the body of teachers in the secondary schools throughout the state, whose interest in the University has been quickened by their attendance during the summer, and who went to their homes at the close of the summer quarter filled with a desire to induce as many as possible of their friends to attend the regular sessions of the University. I consider this to be by no means the least of the advantages accruing from the establishment of the four quarter system.

The benefits accruing to the students in at endance on the summer quarter group themselves clearly along certain lines.

1. The summer quarter gave many the opportunity of making up work in which they were behind, thus enabling them to graduate sooner, or at least to be regularly classified.

2. For those teachers who are working their way through college, the summer quarter was a priceless boon. Teachers working for seven, eight or nine months in the year, were able to devote their summer to study without losing their salaries

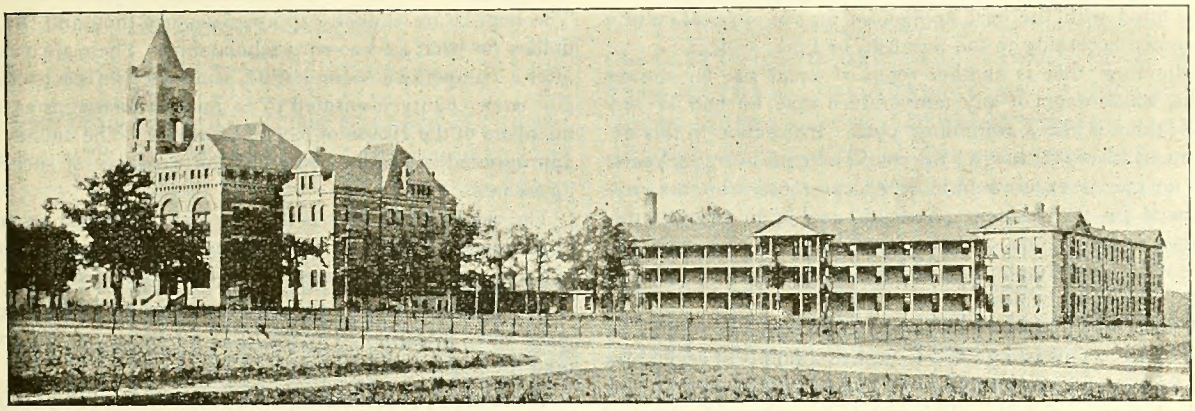
3. The public lectures were of especial value to the student-body as a whole, giving a good general idea of subjects of which they had but little previous knowledge. The whole field of various subjects was attractively presented, and it was noticeable that very many students attended regularly all the public lectures, eager to get at least some glimpses into the world of sociology, or literature, or the languages.

4. The professional teacher gained new zeal and inspiration, coming, as he or she did, into contact with other teachers from all over the state and from other states as well. We had with us as students college professors, superintendents of schools, normal school teachers, besides teachers from all grades in the city and rural schools. And all witnessed to the strength given by the summer session.

5. The social education gained by attendance on the summer quarter was not the least of the benefits gained. I mean the pleasant friendships that were formed, the interchange of ideas between those teaching under diverse conditions, the leisure to grow, so often denied during the years crowded with the duties attendant upon teaching.

And now, in closing, let me ask you, my fellow teachers, is there any industry of which there is more constant need than the industry of education? Are we not unworthy of our high calling if we neglect to do everything in our power to multiply in every possible way the forces that are struggling for the enlightenment of humanity? In all seriousness I say, let us close our factories and workshops three months out of every twelve if we must, let us stop our railroads and steamships for one-fourth of the year; but let us keep open the year round, day and night, in good weather and in bad, in summer and in winter, every library and every school, every laboratory, every college, every university. Let us rest sometimes from the work of increasing our material goods and chattels, but in the name of all that is good, all that is true, all that is beautiful, let us see to it the work of "increasing and diffusing knowledge among men" shall never rest.

The teacher should get in the habit of regarding all the impressions made on children in the schoolroom as instrumental to the acquisition by them of capacities for behavior, emotional, social, bodily, vocal, technical, or what not.



MAIN BUILDING AND ONE WING OF WINTHROP NORMAL AND INDUSTRIAL COLLEGE, ROCK HILL, S. C.

Winthrop Normal and Industrial College of South Carolina.

Winthrop Normal and Industrial College of South Carolina is the only institution for the education of women that is supported by the State of South Carolina.

It is located at Rock Hill, one of the cities of the Piedmont section and one easy of access from any part of the State. The grounds include about thirty-eight (38) acres of land; the site is elevated, much of it is shaded by old oaks, while the surface of the whole, gently rolling, gives just enough variety to avoid monotony.

All the buildings are new; there was no old building to be remodeled; all have been built in the past five years. In designing and furnishing these the greatest care has been exercised. In order that nothing connected with the institution should be of old style or of any style not the best, Mr. D. B. Johnson, the first and only President of Winthrop, visited the leading institutions of this kind in both the North and the South, with a view to finding out what was best in all lines. This policy has been followed till now; the result is that every part of the institution represents the newest and most progressive idea in its line.

The main building is two hundred by ninety (200 × 90) feet. It has three stories above the basement, which is finished in good style; and an attic story, which is finished in natural wood and contains the chemical laboratory and a number of music rooms. At the back of the main building is a three-story annex; this contains the auditorium, which is capable of seating twelve hundred (1200) people; beneath this are the rooms for the model school; below this is the dining room, which can accommodate six hundred (600) persons.

A covered way, built of brick, connects the main building and the dormitory. This latter is an L-shaped building with both front and wing two hundred (200) feet long. It is three stories high and contains one hundred and fifty-seven (157) rooms. There are broad piazzas on each floor and these with the wide corridors furnish ample space for needed exercise in inclement weather. Every room has special ventilating flues and transom; and the corridors are also ventilated and heated by indirect and direct radiators, insuring comfort and providing against drafts or sudden change in temperature.

The Infirmary is situated just in the rear of the dormitory and is so arranged that no exposure is necessary in passing to and fro, while complete isolation can be secured, if it should be necessary. This building is modelled after the most improved modern hospitals; there are no corners, all rooms being curved. A resident physician and trained nurse are here always; there are wards for the sick, bath rooms, dining room and kitchen, so completely arranged that, in case a quarantine should be necessary, no inconvenience would be felt. The record of the college in this department has been a happy one; there has been little sickness of any kind.

The water supply of the college is from artesian wells, which afford a supply of more than seventy-five thousand (75,000) gallons per day; the water has been tested in every way, found pure and is secure from surface drainage.

The kitchen is a brick building forty by sixty-two (40x62) feet just in the rear of the dining room. It is furnished with all the latest and most improved appliances and utensils; all cooking is done by steam.

The power house is one hundred and eighty (180) feet from the main building. This contains engine house, boiler house and laundry. From this house is supplied the steam to heat all buildings, to cook, and to run all machinery. By means of a side track from the railway, fuel is delivered at the door of the power house.

All buildings are heated by steam and lighted by electricity. Each room has a ventilating shaft running to the roof and there opening into the outer air; no two are connected. For protection in case of fire every floor is provided with hose enough to reach every corner on it, while the water supply is always ample, and, being in the tower, has pressure enough to cover all buildings. In addition to this, there is, just by the power house, a cistern with a capacity of two hundred thousand (200,000) gallons; this is always full, and is to be used by an an engine which does no other work and is kept for instant use.

Besides rooms already named, in the main building are all recitation rooms, office of the President and the Secretary, reception parlors, art studio and gymnasium.

The gymnasium is thirty-five by fifty (35x50) feet and has been fitted with the best appliances for the physical culture of women according to the Swedish, or Ling, system.

Adjoining this is another room of equal size for shower baths, where water of any temperature may be had at any time ; there is also a swimming pool. Instruction in this department is very thorough : the course extends over four years, and no one is excused from it except those who are pronounced by the resident physician unable to take it: this course, regular hours, and regular exercise in the open air, pure water and simple, nourishing food have given an exceptional record for health.

A farm of one hundred and forty (140) acres is owned by the college. This is intended to furnish a supply of vegetables and fruit, and already supplies all butter needed, and an unlimited supply of milk. This materially reduces the price of board.

But the buildings and equipment, however complete, are not enough. Mo provision of a material kind can take the place of the guiding brain. There are at Winthrop thirty-one (31) instructors. These are all employed by the college for their entire time. They owe no labor, no time to other institutions, and their end is to do their best work for the benefit of the pupils placed under their care. In this working force is represented the training of many institutions of high grade, and whenever a successor is to be chosen the effort of the Board is to secure the person best qualified to fill that place.

There are three main lines of work in the college: the Normal, the Industrial, and the Domestic Science. In the normal department there were enrolled last year one hundred and eighty (180) pupils. The regular normal course requires four years. Every pupil is required to take at least one industrial study. The list of these studies includes Stenography and Typewriting, Book-keeping, Freehand and Industrial drawing, Sewing, Dressmaking and Millinery, Horticulture, Floriculture and Dairying.

In the Domestic Science Department the pupils are trained in cooking and house-keeping; they are taught the value of each kind of food; the reason for each method of preparation, and the most economic use of materials.

The work in the industrial branches is such as will make young women self-supporting. For years lack of training has prevented them from engaging in such occupations as book-keeping, stenography and typewriting. Thorough courses are given in these as well as in the other branches named, and pupils earning certificates in these departments find little difficulty in securing positions.

As has been said, every pupil is required to take at least one industrial study. Special courses are provided for those who wish to take some special industrial branch ; but, in order to secure certificates of proficiency in any one of these branches, each pupil must, in addition, do certain prescribed work in the collegiate department.

Several courses are offered here: the Normal, the Literary and the Scientific. Each is a four years' course and requires all the time of pupils. Each leads up to the A. B. degree. It must not be supposed that the industrial department overshadows the collegiate: they go together; both are needed for complete preparation for life, and this is the aim of Winthrop.

One feature of this institution deserves special attention. The Legislature annually appropriates five thousand ($5,000) dollars for what are known as scholarships. These are awarded after a competitive examination, conducted in each county, and each county is entitled to as many scholarships as it has members of the House of Representatives. The money thus appropriated is used in defraying the expenses of successful applicants.

The result of this plan is that the state each year secures a choice body of workers: they are in earnest; and, as the examinations are competitive, they are the best that offer.

Scholarships are awarded only to those applicants who express their intention to teach, and all these are required to take the normal course.

There are two valuable adjuncts to the Normal Department: the Model School and the Kindergarten.

The first of these is a graded school for the first eight years of school life, preparing pupils for college classes. In this the members of the Senior and Junior classes teach under the direction of trained teachers. This work is required of all normal students, and is of great value, as affording an opportunity for gaining experience in the practical management of a school in the most profitable and least expensive way.

The kindergarten will begin its work this year. The intention is to conduct a school of this kind and to train normal pupils in the work as a part of their training as teachers. All necessary equipments have been provided, and a full class is expected.

The music department is well organized and has been largely patronized. A special course is offered for those who wish to fit themselves for teaching music. Every convenience for work of this kind is afforded.

In order that pupils may enjoy the benefits of lectures and concerts, arrangements are made each year for a course of such entertainments by leading artists. For the coming year the following have already been engaged: The John Thomas Concert Company, Robert J. Burdette, Dr. Russell H. Conwell, Hamilton W. Mabie and the Oxford Musical Club. This arrangement gives to pupils an opportunity of hearing and seeing the best at a very low price. Tickets are sold for the season. The auditorium at Winthrop is a very fine one, and many citizens avail themselves of the advantages thus offered.

The authorities of Winthrop aim to make its management as near that of a perfect house as is possible. It is known that force cannot produce development, nor can compulsion bring about moral growth, and the effort here is to induce the highest possible development of which each pupil is capable in her physical, mental and moral nature. Pupils are not dealt with in classes, but as individuals. They have companions of their own class, in the matron they have a friend whom they can consult, and they have in every instructor one to whom they can go for advice or aid. As much freedom is allowed as is consistent with regular work. There are regular hours for work, regular hours for recreation. Means of amusement are provided. The tennis courts, the ten-pin alley, the basket-ball field, all are occupied. A passer-by during the recreation hour would have no dread of the consequences that come from "all work and no play."

Besides required work, Winthrop offers to its pupils a

Continued on page 31.

The Absolute Essentials of a Course of Study for Elementary Schools.*

PRINCIPAL W. T. DUMAS, SPARTA, GA.

Before proceeding to discuss what are the absolute essentials of an elementary school course, it is necessary to define the aim of the elementary school.

The ultimate aim of all true education is the formation of what Herbart calls a moral-religious character. A more immediate aim is the production of a good citizen; inasmuch as a person may be possessed of a moral-religious character and yet be lacking in many of the qualifications of a good citizen.

Not only must the child be made acquainted with the interests of the individual, but also with the interests of social life as a whole. He is to be a member of society and should be so educated as to develop in him a wide and sympathetic interest in human affairs. The school period is the time to become acquainted with and judge the various interests of mankind.

Therefore the teacher's educational activity must exert itself in subjects that develop human interest and in subjects that afford a drill for the intellectual powers.

The wide diversity in the courses of study for the public schools shows the difficulty of determining just what is necessary or desirable for the pupil to learn. Only by keeping in mind the true object of the school—the formation of character, the development of the individual, and the making of a good citizen—can we hope to establish a course of study that will be both rational and humane. Even, then, opinions will differ as to what are fit subjects and what are not.

The common schools cannot undertake to teach particular industries or trades, but they may properly give by means of manual training that dexterity which underlies all trades. They cannot teach the different professions, but must confine themselves to giving a foundation common to all callings.

Everybody agrees that the pupil of the elementary school should learn to read and write and master the fundamental rules of arithmetic. Nearly everybody also agrees that some attention should be given to grammar, geography, and history. But everybody does not agree as to the length of time that should be spent in the pursuit of these studies, what additional studies should be introduced and the total length of time to be devoted to the elementary course. Accordingly, there is much diversity in courses of study in these respects. Some extend over a period of ten years, some of nine, some of eight and some of seven, including, of course, the primary period. The elementary instruction in the common schools of our state, giving the child the privilege of attending school from the age of six to that of eighteen, would seem to extend over a period of twelve years; but in reality, the public school year being only about five months, the time of the whole course is reduced to about six years. In most of our local systems the whole school period is summed up in a graded course of ten years including the primary, intermediate and high school courses, the high school course covering three years, thus leaving seven years for elementary training.

Seven years, it seems to me, is sufficiently long for elementary training. The age is demanding a practical brevity in all things. The short poem, strong and compact, is the poem that is admired. Two volume novels have ceased to exist. The world has taken on electric speed and wants its intellectual food strong and condensed. There must be a judicious selection of matter to be taught, skillful and purposeful teaching and the maximum results accomplished in the minimum of time. And so the tendency of the times is toward the shortening and the enriching of the elementary school course. Says President Eliot of Harvard university: "The number of grades may be reduced from ten to nine and from nine to eight, so that the combined primary and grammar school periods shall end at fourteen or thirteen; or secondly, the studies of the present course may be reduced in volume or in variety or in both so that there shall be room for the introduction of new subjects." He advocates the taking of two years' study in one by the brighter pupils so that they may not be retarded to keep pace with the slower ones. He also advocates a contraction in the work in arithmetic, geography and grammar and the exclusion of book-keeping altogether. He would enrich the course by introducing in the time saved from these subjects suitable lessons in geometry, physics, algebra and a foreign language, his suggestions being in accordance with those made by the Association of Colleges in New England in 1891 for the grammar school programme.

*Read before the Georgia State Teachers' Association at Warm Springs, June 28, 1899.

While the introduction of these high school studies might suit a school of eight grades, the eighth grade being in most schools the first high school grade, it would hardly suit a school of seven grades. Whether these suggestions will be generally adopted in the common schools, remains to be seen after a wider practical test. At any rate, no course of study in these days can be said to contain the essentials if it gives the child only reading, writing and arithmetic, with nothing to enrich the mind.

The common school is the poor man's college, and millions of children receive no other formal education than that offered by it. Therefore the common school should do all it can for the pupil. It should, within its limitations, develop him as an individual, mentally, physically, morally; it should give him a full consciousness of his social obligations, acquaint him with the scheme of our government and the duties of citizenship, show him the interdependence of peoples and the dependence of the individual on society.

Says a recent writer, "Millions of people have no clear conception of what constitutes proper food, rational dress, healthy homes and care of the body. Yet everybody is to live rightly and keep well and able to work, to assist the health authorities. Hundreds of thousands in cities and in the country have no right conception of social order, of the rights and duties of citizens, of the necessity of property, and the division of labor, of municipal and state administration, of public right, of the constitution of the country. Yet every one of them is expected to obey the laws, to vote intelligently, to uphold justice. Is not all this of much greater importance than the knowledge of dates and names of rivers, animals and plants, which are memorized with much effort and easily forgotten?"

Great expectations, you say, and a long curriculum and impossible requirements. But not so.

The true solution of the question, it seems to me, is to be found in the retention of most of the subjects now taught in our common schools, a rejection of much useless matter contained in those subjects or its postponement until a later period, the thorough mastery of what is taught, and, best of all, the correlation of the regular studies with one another and with a great amount of life-giving matter drawn from all sources. For convenience of treatment, all subjects of human interest are divided into branches. It is a necessary division, but nature has no such division. In her infinite variety there is perfect unity. In our teaching we should imitate her as nearly as possible and weave the subjects taught into a harmonious whole. Oral instruction is here of paramount importance, and the teacher is the vitalizing fountain from which all interest must flow.

Many of the complexities of English grammar can be studied in the high school course in connection with rhetoric. Many things in arithmetic can be postponed for the high school course and learned in periodical reviews. Thus the way will be cleared for more important and more rational things. History and geography should be correlated. The proper teaching of history will acquaint the child with the facts of our national life, our system of government, the duties of citizenship, our constitutional rights, and inspire patriotism. How rich geography is in teaching content, every true teacher knows. There is geology in it, physics, mathematics, astronomy, natural history, ethnology. From it the pupil can learn the dependence of man on nature, of man on society, nation on nation, the different social states. The introduction of a good science reader will make an admirable centre of correlation for the teaching of important principles in physics and other nature studies. Physiology in its simpler forms should by all means have a place in the course. Such subjects as foods, the proper care of the body, ventilation, exercise, etc., it would be almost criminal to ignore. Running through the whole course should be composition work on the additional and kindred matter presented by the teacher, designed to fasten the facts in the mind and develop the power of expression. The child's reading may also be so directed as to bring him into a fuller acquaintance with these things growing out of but not found in his text-books.

A radical fault in our southern schools, a fault that has clung to them since their inception, is that the education given in them is almost exclusively literary. It is the same for all children. It looks forward to the adoption of a profession. The ideals set before them are the orator, the statesman, the writer, the professional man, to the exclusion, too often, of the business man, the successful man of affairs, the successful farmer. The result has been natural. The South today is gorged with lawyers without clients, teachers without schools, physicians without patients, preachers without congregations; while the least hint of a

vacancy will bring applications by scores from typewriters, stenographers and telegraphers. And still our schools are pouring them forth in ever increasing numbers.

It is their only product. Many of them are over-educated and cannot condescend to toil. They are misfits, educated above their stations; they drift until they sink. We need practically educated farmers, skilled mechanics and artizans, and fewer professional people starving on a pittance. We should not be compelled to import from the North our skilled labor, and a thousand and one manufactured articles that we do import.

Then, I should say that another absolute essential of the elementary school course is manual training. It is time to realize that truism which slips so easily from the pedagogue's lip, that the head, the heart and the hand should all be trained together. While trades cannot be taught in the common schools, the skillful use of tools underlying all trades can be taught. The development of the hand will quicken the development of the brain. Honest industry can be set up as the aim of effort, and not those ideals impossible of realization to the masses, which bring only paralysis and despair.

To summarize the contents of this paper:

1. The elementary school should prepare its pupils for complete living and good citizenship.

2. The school course should extend over a period of seven years, which, for pupils of less ability, may be lengthened to eight years.

3. The school course should not be a barren one; but should, in addition to reading, writing and arithmetic, include history, geography, grammar and physiology—these subjects to be stripped of much matter that is non-essential or that can be properly deferred.

4. These studies should be properly correlated with one another. Much kindred matter naturally growing out of them should be introduced, to be taught orally and by composition work, and to be impressed and extended by concurrent reading.

5. Manual training should be introduced into all the common schools.

Of all the ways whereby children are to be instructed, and their manners formed, the plainest, easiest, and most efficacious is to set before their eyes the examples of those things you would have them do or avoid.—*John Locke.*

The Effects of Home Training Upon the Child's School Life.

ELIZABETH BERNARD, ASHEVILLE PUBLIC SCHOOLS.

We have misunderstood the child nature in thinking the early days of infancy of little importance except in matters of physical good and comfort; but we are beginning to understand that in these playing years the child fashions the selfhood which as it comes to maturity, controls his actions to such a great extent. Let us hasten the day when every mother shall realize that her first duty is to her child and in some degree appreciate the responsibility resting upon her.

Before there were schools there were homes, which were the sole means of education. Afterwards schools became necessary, and to them was committed partly the duty of training the young. But we must not think that by the establishment of schools, the home is absolved from its duty. It must not be forgotten that the child is placed in care of the school for only about five hours a day, for something like two hundred days in the year, and for a limited number of years, consequently the parent cannot shirk responsibility even during the time the child is at school.

It is clearly his duty to keep watch over the intellectual, moral and physical growth of the child, to know something of the work done in school, and to see that the home work is well done. If the intellectual work cannot be shirked by parents, how much more must their attention be given to the moral and spiritual training which also are a part of the education of every human being. After all, the atmosphere of the home will always be the most important factor in the education of the child. If the teacher has done his best and still there is failure, I would have him know that the responsibility cannot rest on his shoulders alone, and we must all remember that, while the school is for the purpose of properly educating children, it is only one factor.

There are mothers in this busy world of ours, loving mothers too, who feel that when their children are properly dressed, with faces and hands clean, and with breakfast properly and politely eaten, and they are fairly started on their way to school, they have done their whole duty, and to the teacher belongs the rest.

Let us glance into the home just as the little ones are departing. It may be that household

duties claimed the mother just at that time and there was no time to waste in a good-bye kiss or a pleasant parting word. Perhaps things have gone wrong in the home that morning and the mother, usually kind and patient, is all ruffled and has allowed quick words of petulance to fall upon the child's ear. She may remember it with a pang of regret when she has calmed down a little, but thinks that a few pleasant words of greeting when the child comes home again will efface all traces of her impatience. But the child's face is all clouded as he leaves home, deep down in his heart there rankles a humiliation or an inclination to rebellion according to his nature. His air is sullen and distrustful as he enters the school room. For want of interest he fails in his lesson and, perhaps, receives another rebuke, this time from the teacher who has too many children about her to inquire into the cause of this or that clouded face. It turns out to be one of those crooked days when everything goes wrong and when night comes it is a poor tired little face that shows traces of real pain upon it that turns away indifferently from mother's good night kiss. Sidney Smith says, "If you make children happy now, you make them happy twenty years hence, by memory of it."

If a parent is absolutely brutal to his child, starves, beats, and ill-treats him, the Society for the Prevention of Cruelty to Children steps in and appoints another guardian, but society has no power over the parent who warps her child's nature, injures his soul and murders his faith by her continual tongue lashings and suspicions. Nothing is gentler and stronger in the moral influence than happiness. The child whose home is full of brightness, where love reigns and is the great regulator in every crisis that may come, who knows that every sorrow and every joy is not his to be borne alone, but something to be shared with all, that child's future is almost assured. The teacher who raises her hand suddenly will not see a quick look of suspicion on his face as he jerks away from an expected blow, she will not find that his eyes shrink from looking straight into hers when she is trying to find out about some accident in the school room. This child is used to sympathy and has no thought of fear, knows no need to resort to a lie or to deceit to escape a punishment that may be undeserved or unjustly severe. Mothers and teachers too would resent most indignantly the accusation that they were systematically, albeit unconsciously, training their children to become liars or criminals; but the accusation is by no means an unjust one. Mothers and teachers, if you are simply attending to the bodily and mental wants of your children and are neglecting their moral natures, you are falling short of your duty. Kate Douglas Wiggin says that, "joy is the favorable climate of childhood," and she lays great stress upon the power of happiness in its far reaching influence upon character building. Ruskin says, "Crime can only be truly hindered by letting no man grow up a criminal, by taking away the will to commit sin." This seems to be an impossible ideal, but when parents and teachers are inspired with the same ideal and unite together for the highest and most symmetrical development of the child's three-fold nature, when the mother upholds the hands of the teacher and the teacher's soul is in her work, then this ideal will become possible and attainable. And the little waif, who comes from a home of poverty and ignorance, where vicious blows are common and a caress unknown, will unconsciously absorb from his more favored playmates this indescribable something that the little ones bear about as a part of themselves, this something that shows itself in a thousand little ways, in kindness, politeness, unselfishness and truthfulness—even in nobility, when occasion demands.

The mother is not responsible for her child alone, for her influence is a far-reaching one and may extend for good or evil into the homes of the slums. If she herself has realized the meaning of the brotherhood of man, she need not feel that, because her work seems confined strictly to her own household, she can have no part in bringing about more harmony and order in the great world; for the little boy who goes, morning after morning, to his little world—the school-room—can be teaching there the great lesson that he has so beautifully and happily learned from her, and in after years the lesson will bear fruit in the lives of the children grown into men and women.

Except thine own eye have got to see it, except thine own soul have victoriously struggled to clear visions and belief in it, what is the thing seen or the thing believed by another or by never so many others? Alas, it is not thine, though thou look on it, bray about it, and bully and fight about it till thou die, striving to persuade thyself and all men how much it is thine! Not *it* is thine, but only a windy echo and tradition of it bedded in hypocrisy, ending sure enough in tragical futility is thine.

—*Carlyle.*

Education and Crime.

DR. WM. T. HARRIS, UNITED STATES COMMISSIONER OF EDUCATION.

[Recently Mrs. Rebecca Harding Davis wrote for the *North American Review* an article in which she attempted to prove that the education given by our public schools has not tended to diminish the amount of crime committed, but, on the contrary, to cause an increase of crime. A few days ago Dr. Wm. T. Harris, United States Commissioner of Education, was interviewed on this subject by a reporter of the *Brooklyn Eagle*. The JOURNAL is indebted to Dr. Harris for a copy of this interview, which is here reproduced. The first paragraph is in reply to a question asking Dr. Harris' opinion of Mrs. Davis' assertion that our public schools are breeding houses of crime]

"If the statistics on both sides of this question are considered, I think most people will believe our schools do not swell the number of criminals of the country, but, on the contrary, exert just the opposite tendency. Communities that send a very large part of their population into schools have a higher ideal as to what is considered lawful and decent behavior in public. They are not content with punishing crimes against person and property, but often arrest persons for drunkenness and other vices. There was a time in Boston when a person seen in the streets smoking a cigar would be liable to arrest by a policeman. A multitude of penalties on the statute books, such as arrest for plucking a flower on the commons or crossing the grass from one gravel walk to another, increase the number of arrests every year, but do not necessarily imply an increase of serious crime. Counting the persons in jail in the United States, it is found that the quota of the illiterate is nearly, or quite, eight times as much as the quota from and equal number of persons who can read and write. For instance, the statistics of the Detroit jail for its first twenty-five years show 40,388 committals, of whom 11,686 could not write. In the total population of the state less than 5 per cent. were illiterates. Five per cent., therefore, furnished 11,686 committals, and the other 95 per cent. of the population furnished 28,652. In other words, the illiterates furnished eight times their quota of criminals for the jail. The report of the Detroit jail for 1887 contains the statistics on this subject."

"How about the statement of Mrs. Davis that the number of juvenile offenders in London was greatly increased after the establishment of the London free schools in 1870?"

"I have before me," replied Commissioner Harris, "two articles on this subject, one in the London School Board Chronicle for April 16, 1898, and the other in the London Schoolmaster for November 6, 1897. The average daily number of persons in the jail in England and Wales are given for thirty-four years, and a study of them will reveal the true facts regarding the point touched on by Mrs. Davis. There was a marked decrease of crime from 1870 to 1894. The schools had scarce begun to have any effect upon the total in 1870 but in that year there were 128 persons in jail out of every 100,000 of the population. Ten years later the 128 had decreased to 111 in each 100,000 population, and in 1890 this had fallen off nearly one-half. Instead of 111 there were only 68 in prison out of a population of 100,000. It has been stated that the school educates the intellect, but does not affect the morals. Nearly all the schools of this country and in England lay more stress on good behavior than they do upon learning lessons. In fact, some schools with poor methods of instruction, in spite of that, do a great deal of good, because they teach children how to behave in public. By insisting on regularity, punctuality, silence and industry in the school room, they secure a quality of self-control on the part of the pupils which no other means can accomplish so well. I do not find it strange, therefore, that the effect of the school shows itself in the morals of the community still more than it does in the quickening of the intellect. People in England who are studying this matter seem to think that the great falling off of criminals in the jails, namely, from 128 in every 100,000 in 1880 to only 68 in every 100,000 in 1890, is due to the wholesome effect of the schools. Quite extensive investigations were made in 1870 by the Bureau of Education on the same lines. The prisons and jails of seventeen states, fourteen of them being Western or Middle states, reported 110,538 prisoners. Of these 27,581, or almost exactly 25 per cent. were illiterates. Attention being called to the fact that three fourths of the prisoners could read and write and had had some schooling, the same claim now put forth by Mrs. Davis was made—that education promotes crime. The conclusion was drawn that the schools were 'breeding houses of crime.' But in this case the numerators were compared and the denominators neglected, for in the seventeen states the average illiteracy of the population was about 4 per cent. This 4 per cent. of the population furnished 25 per cent. of the criminals, and the 96 percent. who could read and write furnished only 75 per cent. The illiterates had, therefore, fur-

nished more than six times their quota, while those who could read and write supplied one-fifth less than their proper quota. Thus, 1,000 illiterates furnished on an average eight times as many prisoners as the same number who could read and write. It seems to me that if the discipline of the common school which trains the pupil from day to day in the habit of self-control and respect for the rights of others, will not produce law-abiding citizens nothing else is likely to accomplish it."

"What would be the effect of school training on other evil habits outside of the list of school room virtues—regularity, punctuality, silence, etc.?"

"The school impresses upon the pupil the constant necessity of considering the ideal of good behavior, and the boy in school for many months in the year acquires this as a habit; it becomes second nature. Of course a person who has acquired the habit of regulating his conduct by an ideal must carry this habit into the whole range of his life and modify it to some advantage. Education is far from stimulating evil instincts, but, on the contrary, serves to suppress them. One of the English writers to whom I referred collected the police statistics as well as the jail statistics, and found that in 1870, while there were 31,225 thieves in jail there were 50,144 running at large, but known to be thieves by the police. These two items make a total of 81,369, but in 1895 those in jail had decreased from 31,225 to 18,365, and those reported as at large had decreased to 18,033, making a total of 36,398 in 1895, as against 81,369 in 1870. In the meantime the population of England and Wales had increased from 23,000,000 to 30,000,000. This reduction by one-half of the the number of suspicious cases and in jail in the face of a big increase in population is certainly an indication of the good effects of education. These statistics are of value because they show the state of the whole community, and not merely the number actually convicted and imprisoned. An interesting record has been made in Massachusetts regarding the relation of the jail population to illiteracy. Massachusetts gives more years of schooling on an average to its population than any other state. It has been claimed that Massachusetts overeducates its children. I have heard this charge, but you have only to consider the average amount of schooling to each inhabitant in order to see that the state does not overdo the matter of education. Massachusetts gives about seven years of two hundred days each, on an average, to each one of its pupils, but the average for the whole United States is only five years. The average is not enough to take the pupil through the course of study in the ordinary district school. In 1850 there were 8,761 persons in the jails and prisons of Massachusetts, while in 1885 the number had increased to 26,651, nearly three times as many as in 1850. This occasioned the remark that with the increase in education crime increased in a still greater degree. An analysis of the crimes reported, however, showed that those against person and property had decreased during that period. Serious crimes had decreased 40 per cent., while the offenses against order and decency being more vigilantly prosecuted produced the enormous increase in the total number. For example, in 1850 there were 3,341 commitments for drunkenness, but in 1885 there were 18,701 commitments for this offense. The commitments for all other crimes than drunkenness in 1850 amounted to one for each 183 inhabitants, and in 1885 one to each 244 inhabitants. This showing turned the tables on that class of sensational writers who deal with hysterical statistics. Person and property have become more safe in Massachusetts in the past fifty years, but drunkenness is more dangerous to the drunkard."

"What do you think of the statement that education gives young people a disgust for manual labor?"

"I do not think this charge is borne out by statistics. There is no country in the world in which young people are more anxious to get into occupations in which they can earn a livelihood than the United States. In fact the hunger for work is too great for the good of our youth. Again, those youths who get the greatest amount of schooling furnish the most productive populations, as for instance, Massachusetts, with its seven years of schooling for each boy and girl, produces in manufacture, commerce and agriculture an aggregate of wealth per inhabitant which is nearly twice that of the average product of the nation. In 1880 this product was 70 to 80 cents per day for each inhabitant, while that for the country at large was only 40 cents. Of course the educated person wishes to save his hands by the employment of machines, and is not so willing to perform mere drudgery by hand when he can see methods of performing it by machines, but in the number of hours that he works per day and in the intensity with which he works he excels the illiterate laborer. A man of educa-

tion does one day's work at his office and frequently does another day's work when he gets home for the evening. In regard to the declaration that education for women gives them a distaste for marriage with men of moderate means and, therefore, increases the number of old maids, I can only say that I do not wonder that an educated woman is more particular about the kind of husband she gets than an illiterate. Then again, a woman with an academic training can afford to be independent to a certain degree. In closing I would like to quote these words by famous English authorities on the general subject of education and crime. Sir George Kekewick, the head of the parliamentary school board for England and Wales, says:

" 'Every time I hear of a new school being opened I say to myself, there goes another prison.' Sir John Gorst, one of the parliamentary leaders, says: 'Every pound spent on the education of the young saves many pounds in the increased efficiency of the working population in the absence of the necessity for further jails and workhouses' "

(Continued from page 24.)

library of over three thousand (3,000) new books, and each year more books are ordered. The library is on the second floor, is fifty-four by seventy-one (54x71) feet and well lighted. Attached to the library are two reading rooms; in one of these are the daily and weekly newspapers of the state; in the other a large number of magazines, literary and professional. The library has an abundant supply of tables and comfortable seats, and is used constantly as a reading room. The supply of reference works is large and well chosen; these are never taken from the room. Other books afford general reading as well as professional study, and are freely used.

Offering such advantages at such small cost, it is not surprising that the number of applicants for admission far surpasses the capacity of the college. This has been the case every year, and is so still. Application will be made at the next meeting of the Legislature for an appropriation with which to build another dormitory, or rather to complete the work which has been begun but which was suspended for the lack of funds. The rooms are all needed, and can be profitably used.

Those who bear in their hands the fortunes of Winthrop are not satisfied to rest the fate of the institution on what has been done. They are proud of their achievements, but they know that things material are not sufficient to secure success, and that in all living organizations there must be life or there will be decay. Therefore they neglect no opportunity for improvement, and regard all that has been done as the basis of further work.

The Geological Formation of a Portion of the North Carolina Coast.

One of the most interesting exhibits in the State Museum at Raleigh is the display of specimens of borings from the Artesian well at Wilmington. The specimens, arranged in a series of boxes filling four large cases, show every change in the character of the earth formation to the depth of 1,065 feet. Except where the strata are thin, the borings are taken from successive depths of ten feet; but the character of the thinnest strata is shown.

The following summary, made with some care, will be interesting to teachers, as showing something of the history of the formation of this section. The figures show the depth in feet.

10, loamy sand.
20, sand and clay, yellow.
30, sand and clay, darker.
40, shell rock.
50, sand and rock, light yellow.
60, sand, dark.
70, sand and rock, hard and dark.
80, sand and rock, soft and dark.
80-170, sand, compact and dark.
170-290, sand and clay, dark.
300, clay and shell rock.
320, clay and shells.
330-350, sand and clay, dark.
350-421, quicksand, the last 10 feet with clay.
421-470, dark sand and clay and shells.
470-490, sand and clay.
490-497, fine dark-gray sand.
497-500, 3 feet of limestone.
500-520, sand and clay, with oyster shell and other shells, wood; rock and pyrite.
520-540, gray sand, limestone rock and clay.
540-560, sand, clay, rock and shells.
560-570, gray sand, rock and clay.
570-580, fine light gray sand, wood, shells and rock.
580-590, light gray sand, clay and shells.
590-600, sand, clay, rock, wood, sharks' teeth.
600-630, gray sand, shading off to dark.
630-640, clay and sand, dark.
640-720, sand, varying from light to darker gray.
720, rock 13 feet thick, shells under rock
730-817, sand.
817, 5 feet of small shells.
820, fine dark sand.
840-860, fine, hard, dark clay.
865-880, blue clay.
880, clay, with very small gravel scattered through it.
890, blue clay.
890-910, clay.
920-930, clay and shells.
930-940, coarse, irregular sand, with loam and clay.
940-950, clean, light sand.
950-960, sand and gravel, some of the gravel of quartz. At 956 clean gravel and rock, flinty.
960-970, clean light sand.
970-980, sand, coarse, flinty and almost white.
980-990, clay, sand and gravel.
992, wood, yellow and clean pebbles.
992-1,000, red sand and clay.
1,031-1,034, oyster shells and shell rock in sand and mud.
1,061-1,065, bed of soft and hard rock, flinty pieces.

[The following form printed on a long, narrow strip of paper and properly marked by the teacher is sent to the parent or guardian of each child in the Asheville city schools each month, and a duplicate is placed on file for reference.]

Special Report and Criticism.

Teachers place an X followed by their initials, opposite the traits to which attention is called.

ATTITUDE TOWARD SCHOOL WORK
- lacks earnestness and purpose
- does not show right spirit
- lacks concentration
- mind easily diverted
- indolent
- wastes time
- work carelessly done
- copies; gets too much help
- gives up too easily
- not methodical; lacks system
- shows improvement

RECITATION
- comes poorly prepared
- appears not to try
- seldom does well
- easily confused
- lacks power of expression
- inattentive
- capable of doing much better
- work shows a falling off
- shows improvement

CONDUCT
- not obedient
- restless, inattentive
- inclined to mischief
- bad
- rude, discourteous at times
- annoys others
- influence not good
- whispers too much
- shows improvement

STUDIES
- specially deficient in
- " " "
- " " "
- " " "
- irregular attendance affects work
- has done poorly on tests

Parent will please sign and return

Think me not unkind and rude,
That I walk alone in grove and glen,
I go to the god of the wood
To fetch his word to men.

—Emerson.

Book Notices.

Houghton, Mifflin & Co., Boston, Mass.

THE FIRST BOOK OF BIRDS. Olive Thorne Miller. Cloth; 144 pages.

This beautiful book by the great lover of birds is indeed a "First Book of Birds;" one that will aid in giving the child a love for the feathered friends of man, and an interest in their ways. The book is handsomely illustrated, containing eight colored and twelve plain plates, and twenty figures in the text.

RAPHAEL; a collection of Fifteen Pictures and a Portrait of the Painter, with Introduction and Interpretation. Estelle M. Hurll.

This is Number 1. of the Riverside Art Series, which will be published quarterly from September to June. The size, paper, print, and binding are uniform with the Longfellow, Holmes and Whittier Leaflets issued by the same house. The present volume contains 94 pages. The price in paper is 30 cts, in cloth 40 cts. the subscription price for the four numbers bound in paper is $1.00.

The teachers who believe the schools should undertake the esthetic education of the child as well as its intellectual and moral education will receive this series with pleasure. The large sales of the Perry pictures and others of the kind show the increasing interest felt in this subject. These books will help to systematize and render intelligent and permanent a movement which without some such aid would probably die because of unsatfactory results. This first number contains fifteen of Raphael's best and simplest pictures, those in which the story element is most prominent. Among these are the Sistine Madonna, Abraham and the Three Angels, and the Transfiguration. The text includes a General Introduction, and an average of four pages of explanatory text for each picture. This text attempts only to make the pictures inteleligible.

The remaining numbers of the series for this year will be devoted to Rembrandt, Michael Angelo, and Millet.

C. W. Fowler, Lyndon, Ky.

INDUCTIVE GEOMETRY. Col. C. W. Fowler, Superintendent of and Professor of Mathematics in the Kentucky Military Institute. Flexible cloth; 55 pages.

This little book is to be used as an introduction to Geometry and a preparation for the study of the regular text. It requires a good deal of simple geometrical drawing, and its use cannot fail to put children in possession of those elementary facts of form so necessary for any profitable study of systematic geometry. The failures in this subject, all too frequent, are usually due to a want of just this preparation.

C. W. Bardeen, Syracuse, N. Y.

SCHOOL HYGIENE. Ludwig Kotelmann, founder of the "Zeitschrift für Schulgesundheitspflege," Hamburg, Germany. Translated by Prof. John A. Bergström, Ph. D., and Edward Conradi, M. A., both of Indiana University. Cloth; 391 pages. Price $1.50.

This book presents a full and scientiffc discussion of school-room hygiene. The question of lighting, heating, ventilating, school furniture, the nervous system and nervous ailments peculiar to the school-room, school programmes, the eye, the ear, the vocal organs, curvature of the spine, infectious diseases are all treated in a practical way and from the standpoint of scientific truth.

SCHOOL BOOKS.

New and second hand. Bought, sold or exchanged. Any School Book at Publishers List Prices. Second hand Books, as good as new, at greatly reduced prices. Books sent promptly. We pay cash or exchange other books for second hand books Send list of books you wish to sell or exchange. Turn useless books into cash or useful books. We want no torn or out-of-date books. School libraries a specilty. also school desks and supplies. Send for catalogues and price lists, also for sample copy of Dixie Schools.

CAROLINA TEACHERS AGENCY,
Greenwood, S. C.

Dixie School Report Cards.

Revised and improved. Attractive and labor saving Each good for 9 months, with all common branches, with two extra spaces, and two examinations, yearly and monthly averages. Witb blanks for names of pupil, teacher, school, and signatures of parents On fine cardboard, printed on both sides, with a strong envelope for each, printed with blanks for name of school, pupil, teacher, &c. Must be seen to be appreciated. We have sold thousands, Samples free. Prices, including envelope for each: 100 for 65 cents; 50 for 35 cents; 25 for 20 cents; 12 for 10 cents, postpaid.

Address, DIXIE SCHOOLS,
Greenwood, S. C.

Carolina Teachers Agency.

Established reputation. Seventh year. Business methods. Reasonable terms. Not only recommends, but uses every honorable means of aiding our members. Covers entire South. New Manual free. Positions filled all times of year. F. M. SHERIDAN, Mgr.,
Greenwood, S. C.

American Book Co., New York.

FIRST STEPS WITH AMERICAN AND BRITISH AUTHORS, Revised and enlarged edition Albert F. Blaisdell. Cloth, 442 pages. Price 90 cents.

This is a revised and enlarged edition of quite a popular book published ten years ago, and is well worthy an examination by teachers of classes beginning the study of English Literature. This book aims to provide students with a judicious and methodical introduction to the standard English texts. It is intended to serve as the basis of a regular course of study of English literature. Enough material is furnished for at least one year's work, and the book is arranged in such a way that the work upon an author may be abridged or extended as the time allotted for the course of English and the capabilities of the student may permit.

The selections are mostly from modern English literature, and instead of the usual chronological order, the arrangement provides for the study of single and easy selections first, and the more difficult and complex later.

A HISTORY OF EDUCATION. Dr. Levi Seeley, Professor of Pedagogy. State Normal School, Trenton, N. J. Cloth, 343 pages, price $1.25.

This book is intended to be a working text-book for the use of normal schools and colleges. It is also adapted to reading circles and libraries.

Among its many admirable features it gives a concise summary of each system discussed, pointing out the most important lessons. The development of education is taken up and its progress shown from period to period. Each educational system or period is studied, with regard to the attendant conditions. Biographical sketches of the leading educators and their systems of pedogogy are included, as well as full discussion and comparison of the systems of education of Germany, France, England and the United States. Thr teacher is saved a vast amount of labor by being furnished with the literature of each subject treated and an extensive general bibliography of works for reference. The style is simple and direct, and the author has studied his subject carefully.

SPANISH PRONUNCIATION AND ACCENT. Lieut. Peter E. Traub. Paper. Price 10 cents.

A brief treatise on the pronunciation aud accent of the Spanish language, for students.

OUTLINES OF GENERAL HISTORY. Frank Moore Colby, Professor of Economics, New York University. Cloth; 610 pages.

Probably the chief merit of this book (and it is no small merit) lies in the simplicity of its style and in the fact that, by making a judicious selection of topics and excluding any reference to thousands of events frequently tabulated in general histories, the author has gained space to treat with a greater degree of fulness the topics chosen. An attempt is made to hold the interest of the student by the logical connection of the parts of the story and the light thrown on modern life, rather than by picturesque writing.

NEW PUBLICATIONS

COLBY'S OUTLINES OF GENERAL HISTORY. $1.50

BY F. M. COLBY, M. A.,
Professor of Economics, New York University.

Provides a general foundation for historical knowledge and a stimnlus to further reading. Valuable in advanced study for general review. All matter not necessary to a connected narrative has been omitted. Special attention paid to mediæval and modern history of European nations.

IRISH'S QUALITATIVE ANALYSIS FOR SECONDARY SCHOOLS. $ .50

BY C. W. IRISH,
Head Master Lowell High School.

A simple but complete half year's work. All obscure and complicated reactions omitted. Large number of suggestive questions.

LYTE'S ADVANCED GRAMMAR AND COMPOSITION. $ .75

BY E. ORAM LYTE, A. M., Ph. D.,
Principal First Pennsylvania State Normal School, Millersville.

The treatment of the sentence is unusually clear and full. By analysis the student learns its structure and by composition its use for the purpose of expressing thought.

BAIRD'S ADVANCED WORK IN ARITHMETIC: Fifth Book, $ .65

BY S. W. BAIRD,
Wilkesbarre, Pennsylvania.

Includes an unusnally large number of practical problems. The Statement Plan saves time and labor for both teacher and pupil. One chapter is devoted to elementary algebra.

For descriptive circulars of the best books for schools and colleges, write to

AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA PORTLAND, ORE

In dealing with advertisers please mention the North Carolina Journal of Education.

D. C. Heath & Co., Boston, Mass.

Dr. Richard G. Moulton, of the University of Chicago, has just completed the Revision of his *Literary Study of the Bible.* The work has been largely rewritten in the light of the author's recent studies. It has also been made somewhat less technical, and adapted to the needs of the great majority of intelligent readers.

MALOT'S SANS FAMILLE, a French classic and story of adventure for young people, which won a prize from a French Academy. The selection has been made and edited, with notes and vocabulary, by Professor I. H. B. Spiers of the William Penn Charter School, Philadelphia.

Charles Scribner's Sons, New York.

WILD ANIMALS I HAVE KNOWN, with 200 drawings. Being the Personal Histories of Lobo, Silverspot, Raggylug, Bingo, The Springfield Fox, The Pacing Mustang, Wully, and Redruff. By Ernest Seton Thompson, Naturalist to the Government of Manitoba. Illuminated cloth, gilt top, uncut; 358 pages.

Not only is this the most delightful series of biographies of birds and wild animals we have ever seen, but the book is an example of rare good taste in printing, binding and illustration. A collection of scientifically accurate observations clothed in the most charming literary style. It is already a nursery classic.

B. F. Johnson Publishing Company, Richmond, Va.

A YOUNG PEOPLE'S HISTORY OF VIRGINIA AND VIRGINIANS. Dabney Herndon Maury. Cloth; 246 pages. Price 75 cents.

This book was prepared for use in the schools of Virginia. But, since Virginia was the typical southern colony, and her history is largely the history of all the southern colonies, and because of the position of leadership held by Virginia for more than fifty years after the formation of the Union, it will be helpful to teachers and students of United States history everywhere. The Colonial history and the history of Virginia during the

Educational Evolution.

Are you Interested in the Proper Intellectual, Moral, and Physical Training of the Rising Generation?

Johnson's Readers are based on the right principles. A carefully graded series prepared with the co-operation and aid of the ablest and best teachers in the country. Beautifully illustrated and substantially bound, meetiug in every respect the requirements of a first-class series of readers.

Lae's Series of Histories make the study of history one of the most attractive and popular in the school-room, the only histories that fully and fairly present the facts in connection with the history of the whole country, by Mrs. Susan Pendleton Lee, of Lexington, Va.

Smithdae'ls Slant-Writing Books are prepared by a man who has given the best energies of his life to the teaching of writing. These books from every standpoint fully meet the requirements of the hour; high in quality—low in price.

The Thomas Written Spelling Blanks possess the highest elements of success, and greatly aid in enabling pupils to learn to spell correctly. They are a very important adjunct to every school-room.

Southern Literature, Little Lessons in Plant Life, Manual of Bible Morality, Johnson's Physical Culture, Williamson's Lives of Lee, Jackson, and Washington, and other text-books along this line, form an admirable combination. the whole combining a remarkable series of books that have proved eminently satisfactory.

Hart's Grammars combine in two books carefully and logically arranged plans for the thorough mastery of the English language. These books are wonderful in strong, teachabla points and striking features that rivet the attention of the pupil.

Carr's Arithmetics are the most carefully graded series published. They possess the happy combination of features that will insure their general use as the standard arithmetics of the rising generation.

PARENTS especially enjoy and appreciate the advantages of their children studying these books. They are so arranged as to prove interesting to the parents, thns bringing them in close and sympathetic tonch with the work done in the school-room.

Many other new and valuable text-books in course of preparation. A postal card will give you a wealth of information on the text-book question. Never mind about sendiug stamp for reply. Address

B. F. JOHNSON PUBLISHING CO.,
901=903=905 East Main St., Richmond, Va.

Agents Wanted for our celebrated school supply specialties and school books including several works **just from the press.** Our **"First Book for Little Folks"** presents in the simplest form the first steps of pupils entering school for the first time. Our **Lakeside Literature Series** consists of *classics* which will cultivate the ear for the music of verse and will stimulate the imagination. **Pollard's Manual** is a teacher's handbook containing the most practical phonic instruction obtainable. **Pollard's Advanced Spllr** is the *only* speller which clearly developes the *principles* of syllabication, pronunciation and accent. **Tn Words f Abraham Lincoln** contains a connected piece of history covering the most important epoch in the history of human freedom.

WESTERN PUBLISHING HOUSE,
CHICAGO.

TRY IT! MARVELOUS SUCCESS!



BY SENDING 10 CENTS FOR

These Great Chums in Nursery Songs.
The Golden Rule, (Words & Mu-
Good Morning, Merry Sunshine, (sic Complete
Also Circular explaining System.

Address the Publishers: **BALMER & WEBER,**
ST. LOUIS, MO.
Established 53 consecutive years.

SCIENCE AND ART OF PENMANSHIP.

A new (1899) and unique **TEXT BOOK** for daily use in Class Recitations in **PENMANSHIP** and cognate subjects in Public Schools. Lessons may be assigned and recited from day to day, as in Orthography, Geography, Physiology, or auy of the common school branches. The most practical and useful knowledge for every day life. It is teachable; it tells how; it tells why. Ample suggestions, outlines, tables, models, exercises, etc. Over 1,000 questions answered in the text. 250 topics. Ample illnstrations. **IT IS WHAT YOU WANT.** Cloth, 256 pages; XI chapters. Adapted to any and all systems of copy books. **$1.00 BRINGS IT.** A postal card brings the Table of contents, etc. Transform your classes and renew the interests of your pupils. Address all orders for this book to

C. W. HENDERSON & SON,
West Cairo, Allen County, Ohio.

FREE TO TEACHERS!

Your choice of either CRAIG'S QUESTION BOOK or PAGE'S THEORY AND PRACTICE OF TEACHING, the best books ever published for teachors. For particulars write to

CLAUDE J. BELL,
Editor S. W. School Journal,
NASHVILLE, TENN.

Revolution are treated with special fulness, 154 pages of the book being devoted to these two periods.

THE LIFE OF GENERAL STONEWALL JACKSON, IN EASY WORDS FOR THE YOUNG.

THE LIFE OF GENERAL ROBERT E. LEE, IN EASY WORDS FOR THE YOUNG. Mrs. Mary L. Williamson.

These books are well bound in cloth. The first contains 250 pages; the second, 183 pages. The style is simple and direct. They can be read easily by children or the Third Reader grade. They are intensely interesting, contain no partisan bitterness, give true pictures of two great men, loved in the South as no others have ever been, and incidentally give the child a comprehensive insight into the character of the times and the rise and progress of the Civil War. We know of no books of the kind superior to them. They should be put into the hands of every child of the age and advancement for which they are intended, and older children find them equally interesting. Teachers with classes in United States history should provide a few copies of these books for home reading. In those schools in which history is taught to children in the form of biography they will prove invaluable.

Mrs. Williamson is also preparing a Life of Washington on a similar plan.

THE ORIGIN OF THE PENTATEUCH IN THE LIGHT OF ANCIENT MONUMENTS. Henry Alexander White, A. M., Ph. D., D. D., Professor of History in Washington and Lee University. Cloth; 304 pages. Price $2.00.

A graphic presentation of the subject matter of the first five books of the Bible in the light of modern scholarship, and an able discussion of the origin of these books, from the more commonly accepted standpoint. The masterly review of the fall of the ancient empires of the East, and the summary of the civilization of the countries of the Nile and the Tigris-Euphrates are very fine. The book is intended to be used in connection with the study of the English Bible in colleges and universities.

THE FEDERAL COURTS; THEIR ORGANIZATION, JURISDICTION AND PROCEEDURE; WITH APPENDIX ON BANKRUPTCY JURISDICTION AND PRACTICE. Charles H. Simonton, U. S. Circuit Judge. 277 pages. Sheep $2.00, cloth $1.50.

A succinct presentation of the organization and jurisdiction of the Federal Courts, divided into sections with bold headings. The table of contents and the Index are very full and complete. These features, prepared by Messrs. A. M. Lee and F. R. Frost, of the Charleston bar, make it a valuable book for the student and a handy reference book.

SMITHDEAL'S PRACTICAL SPELLER. Flexible cloth, 54 pages, Price 25 cts.

SMITHDEAL'S PRACTICAL GRAMMAR. Flexible cloth; 98 pages. Price 25 cents.

SMITHDEAL'S PRACTICAL LETTER WRITER. Flexible cloth; 68 pages. Price 25 cents. The three books bound in one volume, 75 cents.

These books are intended for use in Business Colleges, Academies, Public and Private Schools. The attempt has been to make them clear and practical, condensing as much matter as possible into small space and eliminating everything not essential and immediately practical. The Letter-Writer contains brief discussion of various forms of business correspondence, with abundant models of letters. The Speller groups its words according to subjects rather than according to sound.

The North Carolina Journal of Education
HAS FOR SALE,

at a small reduction, the following articles, all new and unused:

1 Densmore Typewriter, ball bearing.

1 Munson Typewriter, No 2. Steel typewheel. Interchangeable, universal keyboard.

1 "New Century" Caligraph Typewriter.

1 Blickensderfer Typewriter.

1 American Typewriter.

1 Set Columbian Encyclopedia, latest edition. This is offered at a price which makes it a great bargain.

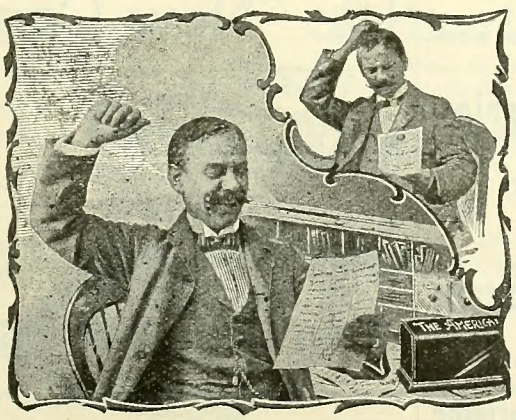
1 Webster's International Dictionary. Patent Index.

1 Standard Dictionary. Patent Index.

Teachers and schools wanting any of these articles may save money by writing us.

Address, **North Carolina Journal of Education,**

Greensboro, N. C.



"Why in the world don't a man like Jones get down to business methods when he can buy an American Typewriter for $10? Does he think I'm running a puzzle department?"

* * * *

The American Ten-Dollar Typewriter is as well made as the highest priced machines, but more simple. It has stood the test of time. Six years without a competitor. **27,000 in use.** Catalogue and samples of work free, if you mention this paper.

American Typewriter Co.,

356 Broadway, New York.

OUTLINES OF GERMAN LITERATURE FROM 500 B. C. TO 1896, A. D., WITH CHOICE SELECTIONS. Madame M. Jefferson Teusler. Cloth; 264 pages. Price $1.25.

This is a very interesting and readable account of the most important features in the development of German literature. The book is the result of a dozen years in the class-room, and is a very usable class-room book. The choice of topics is unusually happy, the style is easy, and the selections are interesting and happily illustrative.

SHAKESPERIAN TABLET. LITERATURE TABLET. John Pollard, A. M., D. D., Professor of English, Richmond College.

Each of these tablets contains about 30 sheets of good writing paper divided into columns in such a way as to assist the student in making analyses of the pieces of literature read, with proper references, etc. Directions for use are printed on second page of the cover of each book. A careful examination will reveal the advantages to be gained by their use. Price, 25 cents each.

An October Party.

October gave a party;
The leaves by hundreds came—
Ashes, Oaks and Maples,
And those of every name.

The sunshine spread a carpet,
And everything was grand,
Miss Weather led the dancing.
Professor Wind the band.

The Chestsnuts came in yellow,
The Oaks in crimson dressed;
The lovely Misses Maple
In scarlet looked their best,
And balanced all their partners,
And gaily fluttered by;
The sight was like a rainbow
New fallen from the sky.

Then, in the rustic hollows,
At "hide-and-seek" they played,
The party closed at sundown,
And everybody stayed.
Professor Wind played louder;
They flew along the ground;
And then the party ended
In jolly "hands all around."

C. F. THOMAS,
Job Printer,
GREENSBORO, N. C.

School and Commercial Work a Specialty.

School Catalogues in best style.
Prices as low as consistent with good work.

The Journal is a specimen of our work.

Greensboro Nurseries,

GREENSBORO, N. C.

FOR ALL KINDS OF

FRUIT, SHADE and ORNAMENTAL TREES,

Vines and Plants.

JOHN A. YOUNG, Proprietor.

Beautiful Shade Trees.

We have to offer for fall '99 and spring 1900 an unusually fine lot of Shade Trees, especially the beautiful

Silver Leaf Maple and the Carolina and Lombardy Poplars,

in three sizes, 6 to 8 ft., 8 to 10 ft, and 10 to 12 ft. high. All young, thrifty stock, smooth and straight—the kind that grow off promptly and live well. No old, rough, trees. Write to us about Shade Trees you contemplate planting. Order early. If it is

Fruit Trees

you want, write for our free 60 page Illustrated Catalogue, and 40 page pamplet on "How to Plant and Cultivate an Orchard."
Address Promptly

J. VAN LINDLEY NURSERY CO.,
POMONA, N. C.

Southern Railway

THE . . .
STANDARD RAILWAY OF THE SOUTH
The Direct Line to All Points.

TEXAS,
CALIFORNIA,
FLORIDA,
CUBA AND
PORTO RICO.

STRICTLY FIRST-CLASS Equipment on all Through and Local Trains; Pullman Palace Sleeping Cars on all Night Trains; Fast and Safe Schedules.

Travel by the Southern and you are assured a Safe, Comfortable and Expeditious Journey. . . .

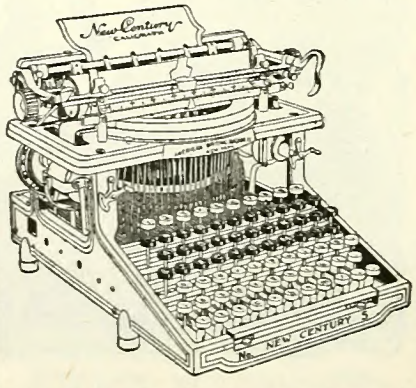
APPLY TO TICKET AGENTS FOR TIME TABLES, RATES AND GENERAL INFORMATION, OR ADDRESS

R. L. VERNON, T.P A., Charlotte, N. C.
F. P. DARBY, C P. & T.A., Asheville, N. C

No trouble to Answer Questions.

Frank S. Gannon, J. M. Culp, W. A. Turk,
3d V. P. & Gen. Man. Traf. Man. G. P. A.
WASHINGTON, D. C,

The "New Century" Caligraph



represents the highest point in typewriter quality and equipment.

Its touch is incomparably easy and elastic. Perfect alignment is permanently secured by correct mechanical conditions. Unsightly ups and downs in manifolding are entirely obviated and any number of manifold copies can be easily inserted. The action throughout is so nicely balanced that the noise of operation is reduced to the minimum. The ribbon movement is automatic.

Everett Waddey Co.
Dealers for Virginia and North Carolina,
1105 East Main Street,
RICHMOND, - - VIRGINIA.

In dealing with advertisers please mention the North Carolina Journal of Education.

THANKSGIVING AND CHRISTMAS

.... SCHOOL ENTERTAINMENTS ....



CHRISTMAS ENTERTAINMENT.

A new collection of attractive material for primary and grammar grades. It coutains: A Christmas Bell Drill (for girls); The Snow Brigade Drill (for boys); 2 Acrostics; Christmas Pictures (Tableau); Recitations in Costume; 6 Complete Exercises, Including Dialog and Singing; 2 Short Plays; Motion Songs; New Sougs to Old Tunes. **25 CENTS.**

A CHRISTMAS MEETING.

A holiday exercise for 25 children—new and very attractive characters.—Girls: Nature, Mistletoe, Holly, 2 Dryads, 4 Nations. Boys: Father Time, The Year, Jack Frost, 4 English Customs, Carol Singers, Yule Log Bearers, Winter. Full directions given for costumes. Also a beautiful Fancy Drill—Holly, Red and Mistletoe. **15 CENTS.**

A VISIT FROM MOTHER GOOSE.

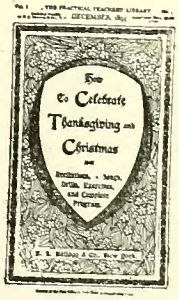
A Christmas Play for Prlmary Pupils or for an ungraded school. From 12 to 24 children can take part. The characters are the well-known Mother Goose people. Costumes are fully described. Easily given. **15 CENTS.**

At the Court of King Winter.

A Christmas Play for Schools. Excellent for ungraded schools, as it inciudes children of all ages. Costumes are fully described. Chief Characters are Winter, November December, Nature, Santa Claus, Christmas Day, Elves, Heralds, Winds. **15 CENTS.**

How to Celebrate Thanksgiving and Christmas.

For all grades. The most popular book of exercises for these occasions. It contains: *For Christmas:* 10 Songs, 15 Recitations, 2 Christmas Drills, 2 Short Plays, an Exercise for Reading and Tableaux, 2 Complete Exercises for Recitation, Dialog and Singing. *For Thanksgiving:* 6 Songs, 5 Recitations, 5 Special Exercises, 2 Plays, 133 pages. **25 Cents.**



Fancy Drills and Marches.

Containing also Motion Songs and Action Pieces for Christmas, Arbor Day, Memorial Day, Patriotic Days, Closing Day. Good all the year. Contains 12 Drills, 14 Motion Songs, 8 Action Pieces—every one usable. The acknowledged best book of drills. **25 cts.**

Christmas Star.

A Fancy Drill with Songs and Recitations for a Christmas Festival. Ten girls are required, assisted by a chorus. The girls carry lighted candles and are dressed simply but very effectively. **15 CENTS.**

Blackboard Stencils.

24x36 inches. Price 10 cents each. The five for 35 cents. Order by number.

138 Santa Claus. 139 Merry Christmas. 140 Happy New Year. 160 Christmas Tree. 110 Border of Holly Leaf and Berries.

Our complete list of stencils includes 500 designs. Send for list.

We publish several hundred most helpful books and aids for teachers at little prices. They are described in a big catalog beautifully illustrated which is yours for the asking. Mention this paper.

E. L. KELLOG & CO., 67 East 9th Street, New York.

The House of Too Much Trouble.

In the House of Too Much Trouble,
Lived a lonely little boy;
He was eager for a playmate,
He was hungry for a toy.
But 'twas always too much bother,
Too much dirt and too much noise.
For the House of Too Much Trouble
Wasn't meant for little boys.

And sometimes the little fellow
Left a book upon the floor,
Or forgot and laughed too loudly,
Or he failed to close the door,
In a House of Too Much Trouble
Things must be precise and trim—
In a House of Too Much Trouble
There was little room fer him.

He must never scatter playthings,
He must never romp and play;
Every room must be in order
And kept quiet all the day.
He had never had companions,
He had never owned a pet—
In the House of Too Much Trouble
It is trim and quiet yet.

Ev'ry room is set in order—
Ev'ry book is in its place,
And the lonely little fellow
Wears a smile upon his face;
In the House of Too Much Trouble
He is silent and at rest.
In the House of Too Much Trouble,
With a lily on his breast.

—*Alfred Bigelow Paine, in Munsey's.*

The Loom of Life.

All day, all night, I can hear the jar
Of the loom of life—and near and far
It thrills with its deep and muffled sound,
As the tireless wheels go always round.

Busily, ceaselessly, goes the loom,
In the light ot day, and the midnight's gloom;
The wheels are turning early and late,
And the woof is wound in the warp of fate.

Click, click!—there's a thread of love wove in;
Click, click!—another of wrong and sin.
What a checkered thing will this life be
When we see it unrolled in eternity!

When shall this wonderful web be done?
In a thousand years, perhaps, or one,
Or to morrow? Who knoweth? Not you or I—
But the wheels turn on, and the shuttles fly.

Are we spinners of wool for this life-web —say?
Do we furnish the weaver a thread each day?
It were better, then, O my friend, to spin
A beautiful thread than a thread of sin.

Ah, sad-eyed weaver, the years are slow,
But each one is nearer the end, I know;
Some day the last thread shall be woven in—
God grant that it be love, instead of sin!

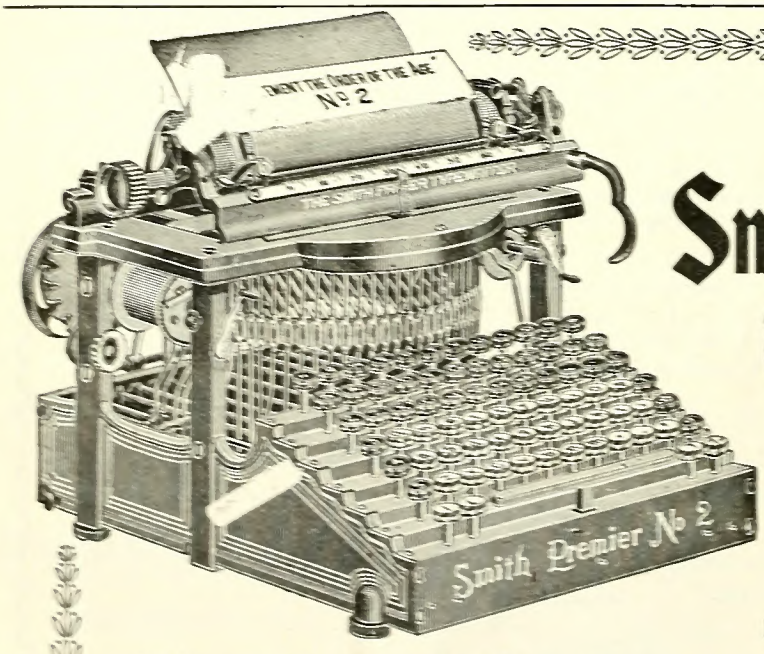
—EBEN E. REXFORD.

See on another page of this issue advertisement of Typewriters and Books for sale at a discount by the North Carolina Journal of Education.

MASONIC INSTITUTE, Marshall, Tex.
Was chartered in 1845 Healthful and beautiful location. Courses: Primary, Intermediate, Academic, Collegiate, and Commercial. Specialties: Music and Art. The teachers are graduates of colleges and universities, are alive to educational needs, and skilled in best methods of instruction.
The Institute also offers several courses by correspondence: Pedagogy, Literature, Mathematics, Languages, History, Bookkeeping, and Specisl Normal Review Courses: For Certificates of the Third Grade, Second Grade, Third Grade, and a State Permanent Certificate. Degrees are not granted for work done wholly by correspondence, but certificates will be given for courses completed by examination, and thus the time for required attendance my be shortened. Work may be commenced at any time. For catalogue, address
W. D. ALLEN, A. M., Ph. D., Pres.

TEXAS WANTS MORE GOOD TEACHERS.
If you wish a position in any Southern state, write TEXAS SCHOOL AGENCY, Marshall, Texas.

THE SCHOOL REVIEW.
W. D. Allen, Ed. and Pub., Marshall, Texas.
Is one of the best Educational Magazines published in this country It contains the educational thought of our leading teachers. Due attention is given to modern methods of teaching, current topics, literature, and art. Annual subscription, $1.00.



The New No. 2
Smith Premier Typewriter

Superior to All Others
The Smith Premier
excels because of its
Many Practical Improvements

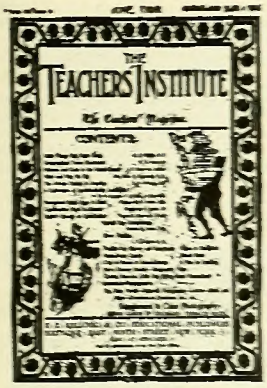
It Has a Perfect Type-Cleaning Device
Ball-Bearing Carriage
Interchangeable Platens
Uniform and Easy Touch
Margin Regulators
Simple, Single Scale

Johns, Gowan & Weathers,
GENERAL DEALERS
Raleigh, - North Carolina

Send for New Art Catalogue

THE TEACHERS' INSTITUTE,

The Teachers' Magazine.



Largest, Most Beautifully Printed, Most Profusely Illustrated, Richest in Helpful Material.

Every Subject You Teach Receives Attention.

"Hints and Helps" Give the Experience of Teachers in Every State.

School Entertainment Pages give the Brightest Ideas from Many School Rooms.

Inspiring Editorial Pages.

COLORED PICTURES FREE.

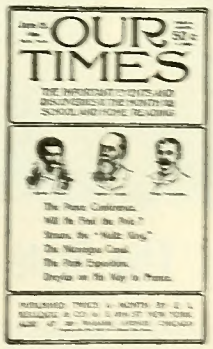
Eve y mo th a beautiful supplement with the paper. Eight of them in colors by wonderful new process of Color Phot graphy. You couldn't buy the pictures alone for one dollar. No other paper (except our PRIMARY SCHOOL) gives such beautiful pictures free. Here is the list for 1899-1900:

September—Four Wild Flowers. (In Colors.) Gentian, Golden Rod, Sun-Flower, Rose Mallow.
October—Marbles; Minerals. (In Colors.)
November—Scenes in Holland; Niagara. (In Colors.)
December—Madonnas. 2 Exquisite New Pictures.
January—Lincoln's Log Cabin; Lake Vessel. (In Colors.)
February—Washington Blackboard Stencil. 18x24 inches.
March—Making Maple Sugar; Specimens of Woods. (In Colors.)
April—Wild Flowers. (In Colors.) Columbine, Wake-Robin, Blue Flag, Hobble Bush.
May—Wild Flowers. (In Colors.) Daisies and Buttercups, Jack-in-Pulpit, Chickory, Flowering Raspberries
June—Wild Flowers. (In Colors.) Blackeyed Susan, Trumpet Flower, Great Rhododendron, Carolina Lily.

$1.00 a Year. Mention this paper and send order before December 1, and get, free, elegant crayon portrait of Admiral Dewey, 22x28 inches in size.

OUR TIMES

For Current-Events Exercises in School.
For Supplementary Reading.
To aid the busy teacher to keep up with current history.
The Best newspaper for young people.
Invaluable for History and Geography classes.
Published twice a month—just often enough.
Gives a clear, condensed account of leading events.
Tells of important inventions and discoveries.
Magazine form with neat cover.



ONLY 50 CENTS A YEAR; IN CLUBS 40 CENTS.

With one new subscription at 50 cents, or two at 40 cents, we will send free one of our elegant large crayon portraits 22x28 ins. Price 25 cents. Choice of Admiral Dewey, Kipling, Lincoln, Washington, Longfellow, Whittier, Holmes, Hawthorne, Lowell, Group of All the Presidents.

E. L. KELLOGG & CO., 67 East 9th Street, New York.

WHERE TO BUY BOOKS.

ALFRED WILLIAMS & CO.,

RALEIGH, N. C.

We furnish books at publishers' prices.

We have the largest stock in the state to fill your orders from.

We give the promptest service. One day from any railroad station.

THE OLD NORTH STATE (music) is again in print and we can fill all orders promptly; 35 cents postpaid. North Carolina Spellers, 25 cents postpaid. North Carolina Speakers, 25 cents postpaid.

School Desks, Black Boards, Maps,

GLOBES, CHARTS, CRAYON, ERASERS, Etc.

We deal in everything used in the school-room except books. Send for catalogues and quotations on whatever you want.

CHARLES J. PARKER,

RALEIGH, N. C.

THE

Normal and Collegiate Institute

FOR YOUNG WOMEN,

ASHEVILLE, N. C.,

Under Care of the Northern Presbyterian Church

Opening Sept. 20th, 1899, Offers

1. A Normal Course for the thorough training of Teachers under instructors from the best Normal Schools.

2. A Commercial Course, including Stenography, Typewriting, Bookkeeping, etc.

3. A Course of Domestic Science, including (a) Scientific Cooking, (b) Draughting, Cutting, Fitting and Making of Garments.

4. An admirable Musical Department has been provided under trained and experienced teachers.

Systematic study of the Bible in all departments.

Terms for Board and Tuition in any of the departments, $50 per term or $100 per year.

For Catalogue, address

Rev. Thos. Lawrence, D. D.,

Asheville, N. C.

Guilford College.

5 LARGE BUILDINGS.

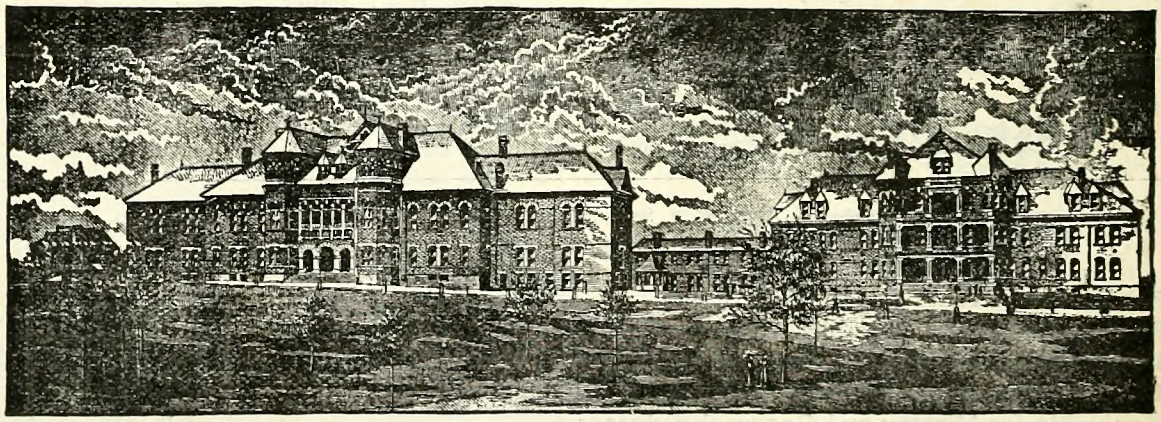
Total Expenses for year, $133; can be easily reduced to $90.

L. L. HOBBS, President.

For Catalogue address,

GEO. W. WHITE, Treas.,

Guilford College, N. C.



The State Normal and Industrial College of North Carolina

Offers to young women thorough literary, classical, scientific and industrial education, and special pedagogical training. Annual expenses, including board, $90 to $130. For non-residents of the state, $150.

Faculty of 30 members, representing in culture and training many of the leading colleges and universities in this country and Europe. 3 departments of work—Normal Department, Commercial Department, Domestic Science Department. Practice and Observation School of 8 grades and more than 200 children under direction of skilful supervising teachers. More than 400 regular students in daily attendance from every section of North Carolina. More than 1600 matriculates during the past six years.

For catalogue or other information, address

PRESIDENT McIVER, GREENSBORO, N. C.

In dealing with advertisers please mention the North Carolina Journal of Education.

State Library

NORTH CAROLINA

Journal of Education.

VOL. III. GREENSBORO, N. C., NOVEMBER, 1899. NUMBER 4.



One of the striking attractions in the opening parade at the Winston Horse Fair last month was a beautiful float gotten up by the city graded schools. It occupied the position of honor —following immediately behind the Mayor's carriage. Thousands of people saw it and pronounced it the handsomest display in a procession of floats more than a mile in length.

The float was beautifully decorated in white and yellow. On either side the inscription, "Winston Public Schools," was displayed in large gold letters. In the center and in elevated positions, nine of the larger pupils of the schools were grouped to represent the nine Muses. These young ladies were draped in Grecian costumes, and bore the usual emblems. About the Muses were grouped 36 of the smallest children in the schools—all dressed in white, and wearing white Napoleon caps, trimmed in gilt.

In the foremost part of the float stood another large girl, representing North Carolina. She was appropriately dressed, wore the Liberty cap, and held aloft a beautiful North Carolina flag. Four boys on ponies accompanied the float, one riding at each corner. Three of the boys represented characters of various periods of early history, and the other impersonated "Uncle Sam." The float was drawn by four large bay horses.

It is worthy of note that those cities and towns that have longest had good schools are proudest of them, and it is altogether fitting that they should have the place of honor in the representation of the city's interests.

MAURY'S MANUAL OF GEOGRAPHY.

NEW 1899 EDITION.

It is thoroughly up to date in text and maps.

It has a large number of new pictures, each of which instructs as well as illustrates.

The recently acquired Island Regions of the United States are graphically treated in text, illustions and maps. They are presented under the United States and not in supplement.

A new supplement contains much interesting and valuable geographical information, including map of the Samoan Islands with descriptive text.

Maury's ideas and method of teaching geography were, when first introduced, in advance of the times. They are to-day accepted by a large number of thoughtful educators throughout the country as psychologically correct. After a brief presentation of the underlying principles of mathematical, physical and political geography, each section of the earth is treated in detail, and finally, after the pupil has mastered these details, he is led by a carefully constructed series of review studies to look at the earth as a whole—as a unit. This is the true pedagogical method.

Some New Latin Text-Books.

OF THE

Gildersleeve-Lodge Latin Series.

Under the editorial supervision of Basil L. Gildersleeve, Professor of Greek, Johns Hopkins University, and Gonzales Lodge, Professor of Latin, Bryn Mawr College; with the cooperation of Moses S. Slaughter, Professor of Latin, University of Wisconsin, and Thomas Fitz-Hugh, Professor of Latin, University of Texas.

GILDERSLEEVE'S LATIN GRAMMAR, School Edition. By Professors GILDERSLEEVE and LODGE. Prepared in response to the demand for a briefer Latin Grammar based on the Gildersleeve-Lodge work of 1894. Has about three-fifths as many pages as the large grammar, and so not abridged to a skeleton. Still suited to serve the average student thoughout his course in school and college. The sectionnumbers are the same as in the larger Grammar. 336 pages. Price, 80 cents.

A FIRST BOOK IN LATIN. By CHARLES W. BAIN, late Head Master of the Sewanee Grammar School in the University of the South, Professor in South Carolina College. Easy Gradation— Well arranged exercises—Short Vocabularies—Practical and stimulating notes—Reading Lessons. Vocabulary. 345 pages. Price, 75 cents.

SELECTIONS FROM OVID. By JAMES N. ANDERSON. M. A., Ph. D., author of "On the Sources of Ovid's Heroides." In two parts: I. Selections from the Metamorphoses: II. From the other works of Ovid. Judicious and helpful commentary. Vocabulary. 268 pages. Price, $1.

CICERO'S ORATIONS. By ROBERT W. TUNSTALL, Principal of Norfolk Academy, Norfolk, Va. Es eutially a teacher's and pupil's book, having all the qualities to make it thoroughly "teachable." Various fresh features of helpful stimulating interest 619 pages. Price, $1.20.

LATIN COMPOSITION. By Professors GILDERSLEEVE and LODGE. Designed for use of Freshmen at College or the highest classes of preparatory schools. Has original features of marked interest and value. 192 pages. Price, 75 cents.

UNIVERSITY PUBLISHING CO.,

714 and 716 Canal St., New Orleans. **43-47 East 10th Street, New York.**

North Carolina Journal of Education.

Devoted to Education in North Carolina and the South.

VOLUME III. NOVEMBER, 1899. NUMBER 4.

North Carolina Journal of Education.

Entered as Second-Class Matter at the Post Office at Greensboro, North Carolina.

PHILANDER P. CLAXTON,
Professor Pedagogy State Normal and Industrial College,
EDITOR AND MANAGER.

Published monthly at Greensboro, N. C.
SUBSCRIPTION, $1.00; SINGLE NUMBERS, 10 CENTS.
In ordering paper give name, postoffice, county and state.
Remittances should be made by money order, express order or bank draft, payable to North Carolina Journal of Education,
Personal checks should not be sent for sums less than $1.00.
Stamps, one and two cents, taken for $1.00 or less.
Address NORTH CAROLINA JOURNAL OF EDUCATION, Greensboro, N. C.

Song of Thanksgiving.

O give thanks unto the Lord; for he is good;
For his mercy endureth for ever.
O give thanks unto the God of gods:
For his mercy endureth for ever.
O give thanks unto the Lord of lords:
For his mercy endureth for ever.
To him who alone doeth great wonders:
For his mercy endureth for ever.
To him that by understanding made the heavens:
For his mercy endureth for ever.
To him that made great lights:
For his mercy endureth for ever.
The sun to rule by day:
For his mercy endureth for ever.
The moon and stars to rule by night:
For his mercy endureth for ever.
He giveth food to all flesh:
For his mercy endureth for ever.
O give thanks unto the God of heaven:
For his mercy endureth for ever.

Renew at Once Your Subscription to the Journal.

If you have received notice of the expiration of your subscription to the NORTH CAROLINA JOURNAL OF EDUCATION and have not sent in your renewal, now is the time to do so. Many have taken advantage of our special renewal offer of fifty cents cash. In order that all may do so we have extended the offer to December 15th. Send fifty cents at once and have your subscription extended one year. A few have not paid back subscriptions. The low price at which the JOURNAL is published makes it necessary for us to collect promptly. Fifty cents is a small amount to the individual subscriber, but a thousand times the amount means $500 to us.

Association of Academies.

The next session of the Association of Academies will be held in Raleigh in the Senate Chamber of the Capitol, Thursday and Friday, December 28th and 29th. The meeting last year was a great success, and was largely attended; the outlook is for a better meeting this year. The membership is composed of the principals and teachers of the academies and high schools of the state. There are now about one hundred members, and new ones are constantly joining. The officers are: J. C. Horner, Horner School, President; R. L. Madison, Cullowhee School, Vice-President; and W. T. Whitsett, Whitsett Institute, Secretary and Treasurer. Full discussions will be held during the coming meeting upon many important topics. Reduced rates will be secured at the hotels and on the railroads. Full programmes may be had from the Secretary, W. T. Whitsett, Whitsett, N. C.

Annual Meeting of City School Superintendents, Raleigh, December 27th and 28th.

The association of City School Superintendents will meet in Raleigh on Wednesday and Thursday of Christmas week, December 27th and 28th. The first meeting will be on Wednesday night, and all Superintendents are urged to be present at this time. The papers to be presented and the questions to be discussed will be upon subjects of vital importance to the educational problems of to-day, and none should be absent who can possibly attend.

This association has met regularly every year since its organization. Its meetings have always been of real value, and the close touch among the many city schools is, undoubtedly, traceable to these times of conference and consultation. All superintendents and principals of city schools in the state are active members of this association, and the meetings are open to all who feel a lively interest in the cause of public education.

Respectfully, E. P. MANGUM, *Pres.*

See Special Offers on pages 35 and 38.

The Suspension of Work at the Normal and Industrial College.

Before this number of the JOURNAL comes from press the whole state will have heard the full particulars of the closing of the State Normal and Industrial College because of the epidemic of malarial and typhoid fever in the college. For seven years the health of the large number of students annually enrolled had been remarkably good. With an average annual enrolment of more than four hundred, there had been only one death from disease, and that was of a student who did not room in the buildings. During the first seven weeks of the present session 457 students were enrolled, and every available space in all the college buildings and three or four rented buildings in the neighborhood was filled. A very large number of old students had returned, the new students quickly settled down to work, and the prospects indicated an unusually prosperous session. About the first of November a number of pupils became ill with malaria. Before the 20th two young women had died, four or five others were critically ill, and the physicians pronounced three or four of the cases typhoid fever. There were then about 70 cases of sickness of all kinds. On the 19th, the work of the college was suspended until Jan. 2, 1900, and the students who were able to travel were advised to return home at once. Those who were unable to travel are being cared for in the college buildings by a dozen or more trained nurses.

The cause of the sickness has been traced to a defective sewer under the dining room and the main dormitory building. The State Board of Health have made a careful inspection of the entire premises. Everything necessary to remove all local cause of sickness is being done promptly and thoroughly, and there need be no fears of any further trouble of this kind when work is resumed in January.

The time lost will be made up by continuing a month longer than usual next spring.

The JOURNAL expresses sympathy for the students in their illness and for the bereaved families and friends of those whose sickness was unto death.

He who helps a child helps humanity with a distinctness, with an immediateness which no other help given to human creatures in any other stage of human life can possible give again.—*Phillips Brooks.*

The Tennessee Synod of the Lutheran Church, which owns Lenoir College at Hickory, N. C., has offered the North Carolina College, now at Mt. Pleasant, a half interest in Lenoir College, the grounds and buildings of which are valued at $22,000, with a view to uniting the two colleges into one. Salisbury has also been bidding for the North Carolina College. It is to be hoped they may unite. One strong institution of this kind is worth more than two weak ones. Lenoir College now has something over 100 students.

Another Town Votes a Special Tax for Graded Schools.

On Nov. 20 the town of Monroe voted a special tax for the establishment and support of public graded schools. The election was carried by a majority of fifty of all the registered votes. This puts Monroe in the list of progressive North Carolina towns ; for, indeed, no town can be called progresssive that neglects its highest interest. The leaven is beginning to work, and, slowly but surely, it is leavening the whole lump. By the close of the first decade of the twentieth century the town that does not have a good system of public schools for all its children will be accounted an anomaly, and the finger of scorn will be pointed at it.

Henderson's New Graded School.

On Monday, October 30th, the graded school of Henderson, N. C., opened. The number of pupils enrolled the first day was about 275. There are a superintendent, seven teachers and a substitute teacher. The building is said to be an excellent one for the purpose, with large grounds. In speaking of the opening of the school the *Henderson Gold Leaf*, which has been the most important factor in the establishment of the school, says :

> Monday marked the beginning of a new era in Henderson. It was the opening of the Graded School, an institution which means more to the community than any other enterprise that has yet been established in our midst.

And it is right ; for nothing can equal in importance to a community the means whereby its people are made intelligent, moral, and industriously progressive.

The establishment of this school illustrates the power of the local press and its possibilities for good ; and it is worthy of note that one of the first acts of the board of trustees of the school was the

unanimous adoption of resolutions of thanks to Thad R. Manning, the editor of the *Gold Leaf*, for his strong and unceasing advocacy of the measure. Of course, those who have this matter in hand, and at heart, will not cease their efforts until Henderson has schools for all its children, equal to any in the state, and based on the sure foundation of local taxation.

The course of study in Dyeing and Bleaching authorized at the June meeting of the Trustees of the University of North Carolina has been prepared and the class has been organized. Dr. Venable is giving the lectures, and the laboratory work is in charge of Dr. Thomas Clarke, who has made special preparation for the work by two years of study in Germany.

"The course in outline is as follows: First a full study of the textile fibres, physically and chemically; then of the preparation of the fabric for bleaching; the various kinds of bleaching and bleaching agents; the colors and dye-stuffs; mordants and methods of dyeing; the sizing and finishing of the cloth. This gives the principles and theories of this side of the mill industry and makes the practice intelligible. The students must examine fibres, bleach them, prepare the dye-stuffs, dye, test pieces of cloth, etc."

It is altogether fitting that such a course of work should be offered in the university of a state that expects to make its wealth by manufacturing textile fabrics. We must have many other courses of a like nature here and elsewhere. It is not so much capital as skill that is needed for the development of our manufacturing industries.

Combined School Entertainment.

The two schools in the Grapevine district and also Professor Arrowood's school at East Fork, in the same township, had an entertainment at Grapevine on the 17th of November. The parents, committeemen, township trustees, and the public were invited.

These places are in Madison County, N. C., and the announcement is clipped from the *Madison Enquirer*, but for its general interest rather than its local interest. Why should not schools within reach of each other frequently unite for common entertainment? This is very often done with valuable results in the city. The good should be much greater in the country than in the city. And from such beginnings as these the permanent union of the separate schools into one large central school might come about. We commend the idea to other schools. One day in the session spent in this way would be of great value to all concerned.

The Johnson County Teachers' Association, at its last meeting, discussed the question of local taxation to supplement the public school fund. This is a good subject for discussion at every teachers' meeting in the state, until no district has less than eight months of school every year, and until there is a good high school within reach of every boy and girl in the state.

The Lincoln county Teachers' Association held an enthusiastic meeting on the first Saturday in November. It met again at Reepsville, Nov. 25.

The programme of the Burke county (N. C.) educational picnic, at Enola, Nov. 18th, included speeches by Thomas S. Patton, Rev. R. L. Patton, J. T. Avery, J. F. Spainhour, R. P. Reiley, R. L. Sigmon, Supt. H. O. Houk, and papers by Misses Minnie Huffmann and Winnie Patton. Dinner was also on the programme.

Of the 48 white teachers in the public schools of the County of Durham, 32 were present at the meeting of the county teachers' association on the first Saturday in November. This indicates the interest the teachers of this county take in their work, and shows the efficiency of Supt. Massey's work. It is nothing more than one expects when he is told the schools of this county are among the very best in the state.

Next spring Shaw University will devote a week to the celebration of the thirty-fifth anniversary of the founding of the Univerity. Men and women prominent in educational and public life, both North and South, will be present. It is expected that this will be the grandest celebration of the educational interests of the colored race ever held in the state.

Miss Countryman, of the Public Library of Minneapolis, has been making a study of books spontaneously selected by children, and has found that children do not, as a rule, call for Nature books, however charmingly written or illustrated, unless they have been directed to do so by their teachers.

The enrolment in the New Bern City Schools, recently opened, is now about 500. Superintendent Thos. R. Foust writes that the teachers are working among the poor and ignorant people to bring their children into school. The children of these people have not been attending the schools of the city, but have spent their time loafing on the streets. If they are not brought into the schools, they will, of course, grow up in ignorance and will perpetuate the poverty and shiftlessness of their parents. There is much educational missionary work to be done in North Carolina, even in our cities and towns. In this effort to bring in the lost, Superintendent Foust and his teachers deserve the commendation and support of all the good people of New Bern.

Fifteen young men and women are reported as doing advanced work at Trinity College this year. All except two are A. B. graduates of Trinity. These two are graduates of Greensboro Female College. Since last February 1,238 bound volumes and 555 pamphlets have been added to the library of this institution.

Prof. T. Gilbert Pearson, of Guilford College, who has written for this journal a number of very interesting articles on birds and bird life, spoke on birds to the Winston public schools, Nov. 24, illustrating his lecture with skins, eggs, nests, etc.

It is gratifying to note in the local papers which give any attention to the progress of edncation in their communities the frequent mention of better school houses building, the decoration of school rooms, the founding of small libraries for the children and for the community, educational gatherings, etc. It is all like the appearance of the first leaves in spring.

It is a remarkable fact that in the public schools of North Carolina the teachers are almost equally divided between the two sexes, there being about 250 more men than women. It will be well for the state if this proportion can be maintained.

In the Hickory election, on Nov. 7th, the local tax for graded schools was defeated through "indifference, hatred of the negro, town politics" and other causes. A majority of the votes cast were for the tax, but these were not a majority of the registered voters. The town politics that defeat any legislative movement for better educational facilities must be of a very inferior, short-sighted kind. The indifference that is not responsive to the town's most vital interest is little less than criminal. The hatred of the negro or any other element of the population that causes a man to condemn his own children to ignorance and poverty in the effort to withhold light and knowledge from others—that, for the sake of gratifying an unjust and irrational personal feeling, would jeopardize the highest interests of the community,—is unworthy of an enlightened people in a Christian, democratic state. Of course, the cause will finally win in Hickory; and when they see the results of good schools, those who failed to support the measure by their votes will sincerely regret their action. But why should a good thing be postponed, and more children forced to grow up in ignorance?

It will now be in order for the houses publishing school readers to furnish affidavits to the effect that all stories and poems contained in them are accurate accounts of actual occurrences, giving place, date and the names of two or more reliable witnesses, commercial agencies, banking houses and the circulation editors of newspapers being preferred. Robinson Crusoe may be sworn to by Friday, Homer's stories by Ulysses, the fairy tales by any prince, and Gulliver's Travels by 1728 Lilliputians. No less number of these midgets will be accepted by some of the patrons of the Salisbury schools. Facts, facts, sir, are what we want; we want facts.

The last annual report of the Freedmen's Aid and Southern Educational Society shows that though more than 200,000 students have attended the schools supported by this society, not one of them has ever been lynched or charged with the crime for which negroes are lynched. The criminal negroes never come from these schools, which make good citizens.

One county in Wisconsin will produce $1,000,000 worth of cheese this year. Wisconsin has a dairy school with 122 students. For the sake of securing similar results, North Carolina might well afford to put $10,000 a year in such a school.

We should have none but the very best men behind the guns.—*Admiral George Dewey.*

"For Schools." "Against Schools."

It is reported that some of the citizens of Hickory, N. C., were very indignant at the wording of the ballots used in the recent election in that town on the question of levying a special tax for the support of graded schools. The ballots read: "For Schools," and "Against Schools." Of course it was those who voted "Against Schools" who were indignant. The same thing happened two years ago when local taxation for schools was being voted on in the townships of the state. Some very righteous men who, according to their own statement, would have favored the measure, refused to vote for the tax because they did not wish to be driven into it by an attempt to make it appear that opposition to the tax meant opposition to the schools. But many doubted their sincerity. Indeed, it is yet hard for some people to understand the fine shade of difference between opposition to a thing and opposition to its only means of support. It is as true now as in the days of Shylock, that,

> "You take my house when you do take the prop
> That doth sustain my house; you take my life
> When you do take the means whereby I live."

Had these ballots read: "For Tax," and "Against Tax," the meaning would have been the same, both to those who favored the tax and those who opposed it, for in all Hickory and the entire state there is not a man so ignorant as not to know that the schools, in town and country alike, can be improved in no other way. Does any one suppose those who favor the tax do so from mere love of taxation? The only question is about schools for the people, through the only means by which they can ever be had. We might as well be honest with ourselves about this matter.

But the time has been when men were not ashamed to say openly they were opposed to schools. That they are ashamed to do so any longer shows progress.

Prof. E. C. Branson, of the State Normal School of Georgia, has been appointed to the chair of psychology in the University of Georgia. He has accepted this position, but will retain his position in the Normal School, doing the work of both positions. Professor Branson's many friends in North Carolina will be glad to hear of his appointment to this position.

The only sure investment is in education.

R. J. Reynold's Proposed Gift of $5,000 for a Hospital and Training Department for Nurses at Slater Industrial and State Normal School.

WHEREAS, the undersigned, R. J. Reynolds, a citizen of the County of Forsyth, desires to aid in the erection and establishment of a Hospital and Nurse Training Department for the colored people of the communities of Winston-Salem; and

WHEREAS, S. G. Atkins for himself and associates, state that they can raise the sum of $5,000.00 for said purpose; now, I, R. J. Reynolds, hereby agree to give the sum of $5,000.00 for the purpose aforesaid, provided the said S. G. Atkins and his associates shall raise for the said purpose a like sum; or I agree to give to the extent of $5,000.00, as much as the said S. G Atkins and his associates may raise, provided this amount is not less than $3,000 00.

* * * * * * * * * *

The said sum of money to be received by S. G. Atkins and his associates shall be wholly contributed and ready for use by January 1st, 1901, and this gift is open to this time.

* * * * * * * * * *

IN WITNESS WHEREOF, The undersigned has set his hand and seal this the 11th day of November, 1899.

R. J. REYNOLDS. (Seal.)

It is with pleasure that we print here the above from the written proposal of R. J. Reynolds, of Winston-Salem, to make this large gift for the promotion of this very important, but hitherto much neglected, feature of the education of the colored people of North Carolina. For his own sake, for the sake of the white man, and for the sake of the general prosperity of the state, the negro must be educated, and his education must be as full and many-sided as that of the white man.

President Atkins has gone to work to raise the money required to fulfil the conditions of Mr. Reynold's gift, and it is to hoped the full $5,000, and more, may be raised. Any one wishing to help forward a most worthy cause, should write President S. G. Atkins, Winston-Salem. No subscriptions are to be paid until $3,000 have been subscribed.

The JOURNAL heartily endorses every word of the following extract from a recent number of the *Biblical Recorder*. The latter half of it might well be kept standing in every paper printed in North Carolina. For, indeed, it is true that the right and complete education of every child in the state is the fundamental need. Supply this and all others will follow in due time and order. The parent, the local community, the state may not fail in this ex-

cept at the peril of their dearest interests. Every person interested in the welfare of his fellows and the prosperity of the state should work unceasingly to this end :

Every school, whether academy or college, for boys or for girls, that has so far opened in North Carolina this year, has enrolled a strikingly larger number of pupils than last year. Evidently the constant pleading for education in North Carolina these last few years has not been in vain. The agitation of the cause of free schools has affected education in every relation. And the best is, that the good work is only in its beginning. There are thousands yet to be reached. The call and opportunity to plead for education were never so close together as they are now. The point of greatest need is the free schools. Every public gathering should have its attention called to the condition of these schools—whether political or commercial or religious. North Carolina is in want of many things, but if we can supply her children with adequate schools, all her wants will be more easily supplied. It is in her power by a good system of education to forge ahead into the front rank of states in all worthy respects. And, on the other hand, if she fails to establish such a system, her sisters will, one after another, pass her by until her name becomes but a synonym for lost opportunity. We thank God for the great increase of seekers for education, and we beg all intelligent men and women to labor to make that increase all the greater.

Southern Educational Association; 6,000 Southern Teachers Claimed for the Memphis Meeting.

The following from the Memphis *Evening Scimitar* indicates the interest the Memphis people are taking in the next meeting of the Southern Educational Association.

The annual convention of the Southern Educational Association, which is to be held in Memphis on December 27th, 28th and 29th, will be by long odds the largest one which is scheduled for the city during this winter.

The Southern Educational Association is less than ten years old, and with each succeeding meeting heretofore its membership as well as the attendance has doubled, and in the event that the unbroken record of the past is maintained, at this meeting 6,000 Southern teachers will be here during the latter part of holiday week. It is certain that educators from all sections of the South will be in attendance, and it is the hope of the Memphis people who have interested themselves in the matter that the meeting here may be a far greater success than any ever heretofore held.

And they have good reason to believe that their hopes will materialize, because Memphis is almost in the center of the South, from a transportation standpoint, and is more easily accessible than any other point which could have been selected, when all the sections are considered. Already much work for the convention has been done by the local committees, and it is the intention of those at the head of the work that they will not stop a moment from now until after the convention adjourns.

The object of the association is to bring the teachers of the South together, so that they can exchange ideas and the better equip themselves for the work they have in hand. For a long while the Southern teachers had to rely on the National Educational Association for such help as they derive from this interchange of thoughts and ideas as to teaching, but it was frequently the case that the annual conventions would be held at points so far distant that those who really wanted to attend were unable to do so. The result was the organization of the Southern association.

See general programme on page 34.

The committee appointed by the National Educational Association to investigate and report on the advisability of asking Congress to establish a National University at Washington City met in that city on November 3, and spent two days in discussing the matter. All of the fifteen members of the committee were present except two. It was the sense of the committee, that while it is a part of the legislative function of the government to aid and encourage education, it would not be wise to establish now at Washington a University of the character of the great universities already in existence ; but that it would be wise to coördinate the opportunities for instruction now to be found here, and to affiliate them with the colleges and universities of the country in a post graduate relation. In addition to this, it was thought it might be well to establish a school for those wishing to enter the consular service.

The various departments, museums, and libraries at the capital city offer unsurpassed opportunities for post-gradute work and original investigation, and the proper coördination of these would make, in reality, if not in name, one of the greatest universities in the world. This is exactly in line with the able article published some time since by President Dabney, of the University of Tennessee.

Superintendent Hand's article in this number of the JOURNAL contains some figures full of interest to patriotic North Carolinians. While the school fund of North Carolina is not more than $1.50 for each child of school age, South Carolina guarantees $3.00 for each child of school age, the deficit in any district being made up by direct appropriation from the state treasury. In addition to this there are 150 districts in which the school fund is supplemented by a local tax. North Carolina cannot afford to remain behind her sister state in this matter.

North Carolina Public Schools for 1898-'9.

Superintendent Mebane's report for the year 1898-'99 will show that $896,531 have been collected from all sources for the public schools of the state. The balance on hand from last year was $189,681. The disbursements were $936,891.

State and county poll tax produced $303,313; general property tax, $433,836; local taxes, $25,-532; liquor licenses, $71,122; fines, forfeitures, etc., $14,413; other sources, $56,275.

The disbursements were: For white school teachers, $520,415; negroes, $216,491; Croatan Indians, $1,426; white school houses, $42,237; negro school houses, $15,061; county superintendents, $21,175; commissions to county treasurers, $18,-444; teachers' institutes, $2,200; boards of education, $6,741; city scnools, $46,356; other purposes, $40,744: total disbursements, $936,891; balance on hand, $165,655.

Of the 408,787 white children of school age, 263,217 were enrolled, with an average attendance of 140,162. Of the 198,600 negro children, 127,-399 were enrolled, and 67,148 were in daily attendance. Out of a total school population of 607,387, there was an average attendance of 207,-313, a little more than one-third.

The average salary of white male teachers was $26.33, of white female teachers, $23.65, of negro male teachers, $22.53, of negro female teachers, $19.70. The average annual salary of teachers was a little more than $70. The average length of school term of white schools was a little more than 14 weeks, that of colored schools a little more than 13 weeks.

One-third of the children in school for about 69 days means an average of only 23 days for each child of school age. At this rate, the ideal of universal intelligence is far enough off. This average must be made three times larger than it is now before North Carolina can claim to be doing as much for the education of her children as the average of the states.

Our entire school fund for the year was about one-fifth as much as our part of the year's war expenses. Might it not be well for patriotism to begin at home? The average annual salary of the teachers was about $72, which is $14 less than the average cost of supporting the inmates of the poor-houses and prisons. So long as it is worth $14 more to be a pauper or a criminal than a teacher, it is not probable that the brainiest, best educated, and most energetic men and women will be attracted to the profession and held in it. One not well acquainted with the state might infer from these statistics that we do not believe in public education. The fact is we are beginning to believe in it, but we have not yet well begun to prove our faith by our works. We are too much afraid of the word *tax*, and we have not yet realized fully that North Carolina children may be just as much benefited by education as the children of any other state or community in the world.

Columbia Meeting of the Association of Colleges and Preparatory Schools.

The meeting of the Association of Colleges and Preparatory Schools, Columbia, November 2nd-4th, is reported as well attended and a great success in every way. All of the papers presented were carefully prepared, and the opinion was expressed that the published proceedings would compare most favorably with those of the National Educational Association, or of any other society in the country.

President Dabney presented the report of the committee on the "Requirements for the B. A. and B. S. Degrees" Introductory to this report was a paper prepared by him upon the "Requirements for the B. S. Degree in Southern Colleges." This paper was supplementary to his paper on the "Requirements for the B. A. Degree," presented at the last meeting and published in the Chicago School Review. The requirements recommended by the committee for B. A. and B. S. degrees were accepted by the Association, and referred to the faculties of the different colleges for consideration, with the request that they report in writing their opinions to the next meeting of the Association.

Chancellor Kirkland, of Vanderbilt University, submitted a long report from the committee on the "Curricula of Preparatory Schools." This report was accompanied by valuable papers on teaching mathematics, English, modern languages, Latin and Greek in preparatory schools. This report consisted of a fine body of papers, and it will be invaluable to academy and college teachers. It was referred to the preparatory schools, and will come up for final discussion at the next meeting. Prof. Sutton, of the University of Texas, and Prof. Vance, of the Peabody Normal College, submit-

ted valuable papers on the "Unification of College Degrees." President Dabney, University of Tennessee, was president of the association this year, and delivered the opening address on the subject of "Scientific and Technical Education." His address showed the necessity of technical education in the South; and described a complete plan of technical schools, including trade schools, polytechnics, and the great engineering departments of universities. The question was how are we to get the teachers and experts to conduct them? They must be educated at the universities. He discussed at some length the question of whether the higher schools of science and technology should be united with the universities or separate. He took the affirmative of this question, and showed that it was more economical for the Southern states to establish technical schools in connection with state universities. This is the American plan as contrasted with the European. It has a liberalizing tendency, and it broadens both the technical and the classical students to be educated together. It promotes a cosmopolitan spirit, and secures the interest of all classes of citizens in both classes of schools. So much for utilitarian argument. In conclusion, President Dabney contended that scientific and technical education could be used to give a liberal as well as a literary education, and that they are thus fit subjects for the true university. The study of natural science develops the mind and heart as well as literature and philosophy. Properly studied, it should teach men of the Creator and his ways. He concluded with an earnest appeal for the endowment of scientific study in Southern institutions.

Dr. Jordan, University of Tennessee, read an important paper on "Methods of Admission to College." He discussed in considerable detail, the different plans for securing well prepared students, using his experience in the University of Tennessee for purposes of illustration. The examinations held at the University in the spring and fall were partially efficient; the ocal examinations held over the state were better still; but he considered the plan of admission by certificates from properly selected accredited schools the best plan of all. He urged that examinations be fair and thorough, the papers to be read and graded at the institution. Where the system of accredited schools is adopted, it is necessary to inspect them frequently, especially when principals and teachers are changed. This valuable paper elicited much discussion, which confirmed the conclusions arrived at by the writer.

These are only a few of the important papers submitted. All of the papers will be published in the School Rewiew, and separately for distribution among colleges and preparatory schools. The JOURNAL will give condensed reports of most of the papers. The next meeting of the Association will be at the University of Virginia.

Cooking and Sewing in Colored Graded School of Durham, N. C.

In the colored schools of Durham a step has been taken in the direction in which lies the solution of the problem of education for the colored children of our towns and cities, a step worthy of the careful study of every superintendent of city schools and of every citizen interested in the welfare of either race. When Pestalozzi undertook to regenerate the world by reforming the systems and methods of education—by turning the "car of education around"—he took for the model of his school the thrifty, busy Gertrude in her own home with her own children and the children of her less thrifty neighbors, teaching them from the standpoint of right experience in home life and home occupations, giving them intelligence in the matters pertaining to the life which he knew the great majority of them must live, and building up their ideas and ideals of higher life on this sure and firm basis. The Swiss people have been wise enough to accept and to apply in their public schools Pestalozzi's principles. The result is what he foresaw. The poor, shiftless, helpless, unintelligent Swiss peasantry of the eighteenth century has developed into the happy, intelligent, skilful, thrifty, self-supporting and wealth-producing free people of the last quarter of th ineteenth century. For all the world, especially for us here in North Carolina, and more especially in the schools for the negro, must this Pestalozzian principle be a guiding and formative one. Race culture must not be allowed to stop with the ability to do well the work necessary to making a living, but it is equally true that it cannot, for the great masses of people—if indeed it can for any—have any other basis than this. Morals must not depend wholly on material prosperity, but this material prosperity and the consciousness of ability to maintain it make a valuable prop for morals. A full sack stands upright more easily than an empty one.

Nor are the white people who give employment to large numbers of negro men and women without direct interest in this matter. To whom is the burden and complaint of incompetent servants not known? And what family that employs colored cooks does not know that the chief cost of their service is not in their wages but in their incompetence and the consequent waste? In the days of slavery negro boys and girls learned to cook by a long and careful apprenticeship, and, having learned the art, devoted their life to it. We now take it for granted that being born a girl and with black skin is all that is necessary to assure skill in this difficult art. A girl from the cotton fields who has never seen any cooking except that done in her own poor hut is employed and put in the kitchen of a woman who knows little more, probably less, about it than she. Of course this must be changed; the wonder is that we have tolerated it as long as we have. If the energy that has been expended in complaints had been turned in the right direction—as is now being done in Durham—there would now be less cause for complaining. If the incalculable waste caused by ignorance and lack of skill had been applied to the support of the right kind of schools, no colored child would now be without the opportunity of training in those lines in which the work of its life must lie.

In the Durham colored schools complete arrangements have been made for teaching cooking and sewing. About seventy-five boys and girls are doing work in cooking, and about one hundred in sewing.

Each cooking class contains about fifteen pupils and the lessons are an hour and a half long. The pupils wear white aprons and white sleeves; and the room, pans and kettles are kept scrupulously clean. The lessons are practical, the pupils studying the ingredients of each dish, mixing them and doing the cooking under proper supervision. The ordinary substantial and lighter dishes are learned.

In the sewing work the children acquire skill in handling the needle, and are taught to make and mend their own clothing.

The children take great interest in this work, as children always do in that which unites doing with thinking and gives opportunity for action rather than requiring the unnatural sitting still and quietness of the ordinary school.

We hope this new departure in the Durham schools may prove entirely successful, and that it may not be long until every town, not only in North Carolina, but in all the South, may make like provisions at least for the colored children. It will not detract in the least from the general culture given in the schools, but will add to this specific culture in a definite direction and the assured possibility of making an honest support by valuable service.

The Problem of the Education of the Children of the Cotton Mills.

"The call is not for wage-earners" merely, but for men who while earning the wages of necessity, are learning, planning, determined to better their positions. Ambition to attain a higher sphere is, as we all know, foreign to the degenerate. The remedy, then, reads plain enough: Children should be absolutely prohibited from the mills,—prohibited at least until there is sufficient mental, moral, and physical vigor to support manhood.

The above is from a very able article contributed to the *Biblical Recorder* on one of the most important questions now facing the people of North Carolina for the first time in our history—a new question among us, but one growing in importance every day.

A careful inquiry in the cotton factory towns of the state will reveal the fact that a large number of children of tender years work in the factories long hours, many of them at night, and that less than twenty-five per cent of them attend school more than a very few days in the year. In some of our cities having good graded schools for all other children, these manufacturing sections are without schools; and in one at least all the schooling any of these children received for years after the city was well supplied with schools in all other sections, was in subscription schools, where incompetent teachers were paid from the meager earnings of the laborers; nor are the needs of these children in this city yet supplied in any adequate way.

To the thoughtful man there is no more pitiful sight to be found in the state than that of fifty or one hundred of these pale-faced, narrow-chested little boys and girls working their lives away in the hot and linty atmosphere of a great cotton mill. And it cannot be denied that they are there. I have known little girls of seven or eight, with old and sad baby faces, to leave the Kindergarten into which they had been gathered a few days, and go into the mills, never to return again.

Nor may it be answered that their lot here is just as good as it was in the poor country hut called home from which many of them came and where

they lived in great poverty and without any adequate school facilities. For country poverty is not like the poverty of the factory town. There is always an abundance of simple food even in the poorest country homes. The boy on the farm, in close daily contact with nature and engaged in the various kinds of work done on every farm, though he may never learn to read, is educated far above the child who within the four walls of the humming mills watches for broken threads or trundles spool-boxes sixty-three hours a week fifty-two weeks in the year. The free outdoor exercise of the country home, however poor, develops physical strength and power of endurance. The uniform testimony of observant men who themselves work in the mills is that children who enter the mills before the age of fifteen rarely reach the age of manhood with the physical strength of normal manhood or womanhood. The life in the country protects the virtue of the young girl and tends to strengthen her moral character. The testimony as to the moral influence of the factory life is quite to the reverse.

But what is the remedy? Abolish the mills? By no means. Let us have in North Carolina enough of them to spin and weave half the entire cotton crop of the South. But let them be operated by men—and if necessary by women—of more mature years. Let it be made unlawful for any boy or girl less than fifteen years old to be employed in these mills, and make it somebody's duty to provide proper school facilities for the children of the operatives. When one womancan weave as many yards of cloth in one day as her grandmother could weave in all the days of a year it ought not to be necessary to weave the blood of little children into the cloth. The thoughtful eye sees in the cloth a crimson hue. When the mills are paying twenty-five per cent on the capital invested the owners can afford to pay sufficient wages to enable a family to live by the labor of its older members, and there should be money somewhere for the schools. Even if dividends should thereby become smaller, the Christian conscience of the day will not permit the sacrifice of the children upon the altar of Mammon.

But it is not necessary that the child should contribute nothing to the support of the family. Most of our factories are located in the suburbs of the towns or in country villages, where there is cheap land enough for each family to have from five to ten acres at a small rental. Under proper direction the children might cultivate this land like a garden, care for a few chickens and other live stock, as is done in the villages of Germany, thus contributing by healthful employment during the summer, when the schools are not in session, and on afternoons and Saturdays when the schools are in session, more to the support of the family than they could possibly do by laboring for twenty-five cents a day in the mills. The schools should be open nine months in the year, five or six hours each day, and horticulture and the care of live stock should be a part of the course of study. The teachers should be capable of giving instruction in these subjects as well as in any other, and the small farms should serve as practice ground. This instruction could thus be given in a very practical way; for the teachers should be employed all the year. A half acre of orchard on each plot of ground would add materially to its value.

Of course there should be a good library and a Sunday-school for the older children who have gone into the mills.

"A dreamy ideal" do you say? It may easily be made a glorious reality, with much less cost in the end than is necessary for our present system, and with larger profits in money and life.

What Shall Be the Character of Our Higher Education?

The following extract from the *Atlanta Constitution* indicates the tendency of public sentiment in regard to the needs of education in the South and the kind of education needed:

> Whenever a new cotton mill or factory for other purposes is established in the South, one of its first needs is a young man from Massachusetts or Pennsylvania to superintend it. We have clever young men of our own, but owing to our faulty ideas of education, while they are prepared to be doctors or lawyers, they are not prepared to be handlers of coal and iron. Thus we see them standing about without employment or clamoring for commissions in the army, while the fat berths with comfortable salaries at home are being taken up by strangers. The need of our section is education --technical education. We do not need men who can expound Blackstone so much as men who can swing hammers and press electric buttons.

And this tendency is in the right direction. Long ago the great Moravian Bishop Comenius called attention to the fact that education has three stages; the education obtained in the "school of the Mother's knee," the education of the elementary school, and the education of youth in the high school and college. The first two, which under

favorable circumstances, should be completed by the age of fourteen, are for development and for grounding children in such matters as are common to all human beings—for the development of the child's humanity. They should, as nearly as circumstances, native ability and aptitude will permit, be the same for all children; and the great problem of modern education is to discover the right ideal for these stages of education and to formulate suitable courses of study and exercises. The third stage is for professional life, and, from the time the elementary stage is completed, the courses of study and exercises should be so adjusted for each child as to lay a broad and deep foundation for its special life work, and also to give it some degree of skill in this life work. Some will become lawyers, physicians, teachers or preachers; some farmers, mechanics, merchants, manufacturers, engineers or architects; some house-keepers and mothers of children—all honorable callings, and noble, if done nobly and well; all requiring for success equal degrees of intelligence and study, but each in different fields of thought. No one can hope to be accomplished in all, nor will many be able to exhaust the fulness of any one of them. Nor is it to be supposed that the proper study of all that is necessary for mastery in any line of life will leave the person making it narrow and without vital many-sided interest in all life, especially when the first and second stages of education have not been neglected.

And here is where the demands of the *Constitution* come in. Our high schools and colleges must be differentiated so as to prepare young men and women for the various duties of modern life, giving them such broad and deep knowledge of the subjects connected with their work as that they may be able to make them a source of real culture. Then will they not become drudges and hacks, bound down to the narrow, tread-mill routine of their daily labor, but will be free men and women, joying in the work, knowing that, if well done, it is as good and noble as any other in the world. And soon they will recognize the truth so earnestly proclaimed by Froebel, that, if rightly followed, all roads lead to God.

To compel all children who enter a high school to devote a third of their time to the grind of Latin, advanced grammar, algebra and "Q. E. D." geometry, and to deny them all the opportunity of learning something of the great laws of nature about them, on many of which their very lives depend, is of a piece with the celebrated hospitality of the Attican highwayman, Procrustes, a gentleman whose tribe still flourishes in many parts of the earth. Our colleges must recognize any group of studies preparing for a real life work as being as important as any other group preparing for a different life work, and must accord equal honor to all. Our people must provide technical schools to an extent not yet dreamed of by most, and these schools must be put on an equal footing with the schools now in existence.

Of course it is not necessary that what we usually call general culture should, for any child, stop with the elementary school for any child. In the schools of all kinds the great literature of the world, history, music and the master pieces of art should form a common course for all students. This would enable all alike to profit by the opportunities for culture offered by the pulpit, the press, the stage and society.

We hear much about over-education, educating people out of their sphere, and flooding the world with helpless college graduates. Of course most of such twaddle comes from the unthinking, or from those who are very strongly prejudiced. Three hundred years ago one of these gentlemen, living in England, wrote a book to show how the number of learned men in England might be kept from growing too large for the welfare of the nation. Unfortunately, either his book or some other influence has been all too successful in preserving the desired balance, both in England and America.

There is some truth in these implied accusations against the character of our education. But what we want is not fewer college graduates, but more; and a greater variety of culture.

Some More "Best Books" for Young People.

Some time ago the St. Nicholas Magazine offered a prize for the best list of books for the reading of young people. The following list was awarded the prize. Its excellence will be recognized at once. But as was remarked in connection with a similar list published in the October number of the JOURNAL, any such list that does not include the Bible, the Iliad, the Odyssey, the Aeneid, some great history, and a few well written biographies is fatally defective. Many children find more interest in these books than in those of the kind of which the list is composed; and it is well for the taste for such books to be cultivated in all children.

1, Ivanhoe, Scott. 2, Quentin Durward, Scott. 3, Path-

finder, Cooper. 4, Last of the Mohicans, Gooper. 5, Jungle Book, Kipling. 6, Westward Ho! Kingsley. 7, Arabian Nights. 8, The Rose and the Ring, Thackerey. 9, Wonder Book, Hawthorne. 10, A Tale of Two Cities, Dickens. 11, 11, Christmas Stories, Dickens. 12, Poems of Longfellow. 13, Works of Shakespeare, 14, Treasure Island, Stevenson. 15, A Child's Garden of Verses, Stevenson. 16, Tom Brown at Rugby, Hughes. 17, Pilgrim's Progress, Bunyan. 18, Sketch Book, Irving. 19, Man Without a Country, Hale. 20, Robinson Crusoe, Defoe. 21, Gullivers Travels, Swift. 22, Alice in Wonderland, Carroll. 23, Uncle Remus, Harris. 24, Jackanapes, Ewing. 25, Wild Animals I Have Known, Thompson.

SUBSTITUTES.—2, Lady of the Lake, Scott. 3, The Caged Lion, Yonge. 6, Water Babies, Kingsley. 9, Rudder Grange, Stockton. 10, Autocrat of the Breakfast Table, Holmes. 15, King of the Golden River, Ruskin. 19, Lays of Ancient Rome, Macaulay. 24, Little Women, Alcott. 25, Fairy Tales, Anderson.

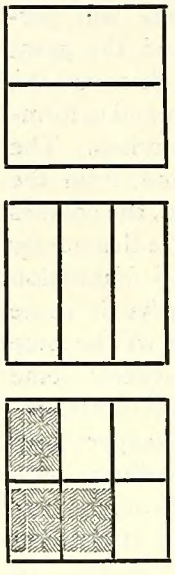
The Agricultural College of Missouri gives a short course for farmers in the season when they are least busy on their farms. Why should not all our agricultural colleges give special winter courses for farmers just as other colleges give summer courses for teachers? It seems to us much good might thus be accomplished, not only for agriculture, but also for the general culture of the agricultural population. Something similar to this is found in the Danish High-Schools for the People, which have already had an immense influence on the general culture of the country and village population of Denmark.

We are indebted to the Seaboard Air Line for copies of S.A.L. MAGUNDI containing full account of the free traveling libraries recently established as a part of the educational work undertaken by the managers of this road. Through the liberality of the road and the gift of $1,000 by Andrew Carnegie, Mrs. Heard, who has charge of these libraries, has been able to fix up thirty library cabinets, each containing sixty books of history, biography, poetry, fiction, travel, science, etc. These cabinets will be sent to towns having no public library and will be placed in charge of a librarian at some accessible place, so the books may be taken out and read by the citizens of the community. This will afford one hundred twenty towns one library three months each year. The good that may be done by this is incalculable. Why might not every railroad in the South do something of the same kind? Incidentally, we wish to advise teachers who want interesting information about the Carolinas to write to John T. Patrick, Portsmouth, Va., for copies of S.A.L. MAGUNDI.

Lessons in Fractions. No. I.*

M. C. S. NOBLE, PROFESSOR OF PEDAGOGY, UNIVERSITY OF NORTH CAROLINA.

A.



Into how many equal parts does the horizontal line divide the square? What is one of them called? Into how many equal parts do the vertical lines divide the square? What is one of them called? Into how many equal parts do the horizontal and vertical lines divide the square? What is one of them called? What part of the square are the three-sixths below the horizontal line? (Always call three-sixths one half, two-sixths one third, &c.) What part of the square are the three upper pieces? What part of the square are the upper left, lower center, and lower right pieces? The upper center, lower center, and lower right pieces? Any three pieces? What part of the square is shaded? What part of the square is the left vertical row? The upper right and the lower middle pieces? The upper right and lower left pieces? Any two pieces? How many pieces in the shaded part and the right vertical row? What is one of these pieces called? What are five of them called? How much are one half and one third? By what name do you call a half and a third when you wish to add them.

Principle.—We cannot add fractions unless their names are alike.

B.

If you take the left vertical row from the shaded part, what part of the square do you take from it? The shaded part remaining is what part of the square? One third from one half leaves how much? By what name do you call one third and one half when you wish to subtract the one from the other?

Principle.—We cannot subtract one fraction from another unless their names are alike.

C.

One half equals how many sixths? One third equals how many sixths? Are these expressions

* These lessons are exact copies of lessons printed on a mimeograph for use of pupils in the City Schools of Wilmington, N. C. with well known results. The use of these lessons was supplemented with numerous blackboard illustrations. The children should be required to find the answer to all questions by careful study of the figures.

These lessons are copyrighted, and all rights are reserved.

true? $\frac{1}{2}=\frac{3}{6}$, $\frac{1}{3}=\frac{2}{6}$, $\frac{2}{3}=\frac{4}{6}$. If you multiply both terms of a fraction by the same number do you change the name of the fraction? Do you change the value of the fraction? Are these expressions true? $\frac{4}{6}=\frac{2}{3}$, $\frac{3}{6}=\frac{1}{2}$. If you divide both terms of a fraction by the same number do you change the name of the fraction? Do you change the value of the fraction?

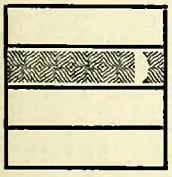
Principle.—Multiplying, or dividing both terms of a fraction by the same number changes its name but does not change its value. (Always multiply, or divide the name part of the fraction first.)

Change $\frac{1}{2}$ to 14ths, 8ths, 10ths, 16ths, 4ths. Change $\frac{1}{3}$ to 12ths, 15ths, 24ths, 9ths, 30ths, 27ths. What does $\frac{1}{2}$ become when you multiply both of its terms by 3? 4? 5? 9? 6? 8? 7?

What new fraction will you get if you divide both terms of $\frac{5}{15}$ by 5? both terms of $\frac{8}{12}$ by 4? $\frac{9}{15}$ by 3?

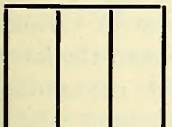
LESSON II.

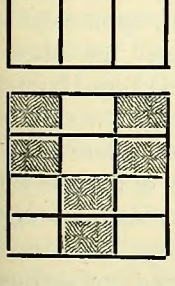
A



Into how many equal parts do the horizontal lines divide the square? What is one of them called? What part of the square is below the middle of the horizontal line? One-half of one-fourth is how much? By what name must you call the shaded part (in left hand figure) and the part of the square below it, if you wish to tell their sum? By what name do you call one-half and one-fourth when you wish to tell their sum? Why?

B





Into how many equal parts do the horizontal and vertical lines divide the square? What is one of them called? How many twelfths in one horizontal row? In one-fourth of the square? Two-fourths? One-half? Three-fourths? How many twelfths in one vertical row? In one third of the square? Two-thirds? What part of the square is the upper left shaded part? The upper right shaded part? The part between these two? Give two names for each. Give four names for all that part of the square above the middle horizontal line. Which is greater,—one-half, two-fourths, three-sixths, or six-twelfths? Give three names for two vertical rows. Which is greater,—two-thirds, four-sixths, or eight-twelfths! By what common name may you call one-half, one-third, one-fourth, one-sixth? Do $\frac{1}{3}$, $\frac{2}{3}$, $\frac{3}{4}$, and $\frac{5}{6}$ have the same name? Can you tell their sum while their names remain unlike? Why? To what name may you change them so as to tell their sum? How may you change a fraction's name and not change its value?

C.

(Copy on slate or paper.)

Change the names and find the sums of $\frac{1}{2}+\frac{1}{3}=$ $-+-=-$, $\frac{1}{4}+\frac{1}{3}=-+-=-$, $\frac{1}{2}+\frac{1}{4}=-+-=-$, $\frac{2}{3}+\frac{3}{4}=-+-=-$, $\frac{1}{2}+\frac{1}{6}=-+-=-$, $\frac{1}{3}+\frac{1}{6}=-+-=-$, $\frac{1}{2}+\frac{1}{3}+\frac{1}{6}=$, $\frac{1}{2}+\frac{2}{3}+\frac{1}{6}=$, $\frac{1}{2}+\frac{1}{3}+\frac{5}{6}=$, $\frac{1}{2}+\frac{5}{6}=$, $\frac{1}{2}+\frac{1}{6}$ $\frac{1}{12}=$, $\frac{1}{6}+\frac{1}{4}+\frac{2}{3}=$, $\frac{1}{6}+\frac{3}{4}=$.

D.

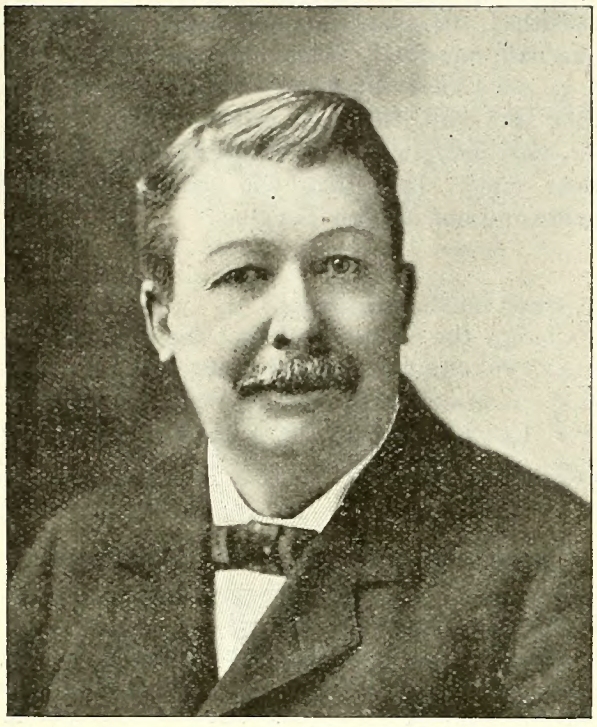
Change the names and find the remainders of $\frac{2}{3}-\frac{1}{2}=---=-$, $\frac{3}{4}-\frac{2}{3}=---=-$, $\frac{2}{3}-\frac{5}{12}=$, $\frac{3}{4}-\frac{7}{12}=$, $\frac{11}{12}-\frac{2}{3}=$, $\frac{7}{12}-\frac{1}{4}=$, $\frac{3}{4}-\frac{1}{6}=$.

Draw a square, divide it into fourths by horizontal lines and into fifths by vertical lines, then find the sum of $\frac{1}{5}+\frac{1}{4}$, $\frac{3}{4}+\frac{2}{5}$, $\frac{1}{2}+\frac{1}{5}$, $\frac{3}{10}+\frac{1}{2}$, $\frac{1}{5}+\frac{1}{4}+\frac{1}{2}$, $\frac{1}{5}+\frac{1}{2}+\frac{1}{10}$, $\frac{3}{5}+\frac{1}{2}+\frac{3}{4}$, $\frac{1}{4}+\frac{3}{5}+\frac{1}{2}$.

Find the remainder of $\frac{1}{4}-\frac{1}{5}$, $\frac{3}{10}-\frac{1}{4}$, $\frac{4}{5}-\frac{3}{4}$, $\frac{4}{5}-\frac{1}{4}$, $\frac{3}{4}-\frac{3}{10}$, $\frac{9}{10}-\frac{11}{20}$, $\frac{19}{20}-\frac{1}{4}$, $\frac{1}{5}-\frac{3}{20}$.

In a broad, general way civilized countries at the present time agree as to the purpose of a child's school life. There must be: (1) Such training of the body as shall fit it for the demands made upon it; (2) acquisition of knowledge; (3) training for usefulness; (4) training for enjoyment; (5) development of character. The means by which these results are to be attained, are also a matter of agreement. (1) By placing a child in relation with his human environment by means of literature and history; (2) by placing him in relation with his physical environment by means of the so-called nature studies—physics, biology, chemistry, etc.; (3) by bringing him into relation with his social environment by means of sociological and political studies. Such an ideal, worked out under the conditions outlined, should result in a youth who possesses at once a sound body, adaptability, clear judgment, and individuality.—L. E. Rector, in Introduction to *Montaigne; the Education of Children.*

Let naught, the ear or eye corrupting, stain
The sacred walls that boyhood's hopes contain.—*Juvenal.*



Faithfully yours
Joel Chandler Harris

Joel Chandler Harris. I

DR. W. S. CURRELL, PROFESSOR OF ENGLISH, WASHINGTON AND LEE UNIVERSITY.

No place in the South has given birth to a larger number of delightful humorists and graceful literarians than Middle Georgia. A small circle of counties in the heart of the state "is indelibly associated with the names of A. B. Longstreet, W. T. Thompson, J. J. Hooper, Francis O. Ticknor, Richard Malcolm Johnston, Harry Stillwell Edwards, Sidney Lanier, Maurice Thompson, Joel Chandler Harris, and many other less known writers." Each one of these writers has a well-defined individuality, but all of them catch their inspirations mainly from home scenes, and from real characters of Middle Georgia stock.

"Shortly after the appearance of 'The Adventures of Capt. Simon Suggs,'" says Prof. Baskervill, in his charming sketch of Joel Chandler Harris, to which the writer of this paper is indebted for both facts and inspiration, "a friend met the original on the streets of Monticello, and said: 'Squire Suggs, do you remember Jonce Hooper—little Jonce?' 'Seems to me I do;' replied Mr. Suggs. 'Well, Squire, little Jonce has gone and noveled you!' 'Gone and noveled me?' he exclaimed—'Well, I'll be dagged; what could 'a possessed him?'" The same spirit, we might answer, that possessed the creator of Dinah Morris and Amos Barton, the spirit of him who made Loch Katrine, Zeviotdale, and the banks of the Dee the homes of poetry and of romance.

We catch the flavor of the same soil, whether we are listening to the sweet symphonies of Lanier, or following in the wake of Ned Brace's delicious vagaries, or watching the side-splitting capers of the Woodhaven goat, or overhearing Uncle Remus as he regales the little Boy with choice selections from his inexhaustible store-house of animal tales. A pervasive humor, sturdy common sense, democratic spirit, a distinct note of individuality, and often, of provinciality, sympathies quick and broad, characterize the most of their best work, certainly that of Joel Chandler Harris.

Mr. Harris was born at Eatonton, Ga., Dec. 9, 1848. His early life is vividly portrayed for us in a delightful biographical sketch "On the Plantation." "That which is fiction pure and simple in these pages bears the stamp of truth, and that which is true reads like a clumsy invention. In this matter, it is not for me to prompt the reader. He must sift the fact from the fiction and label it to suit himself." Such are the author's words in the Introduction to the above book. With this dangerous license before us we proceed to sift the facts from the fiction, really not a very difficult task, however, as the two are pretty sharply differentiated—the fiction being in the form of various bits of interjected tales and legends, and the facts being the slender thread of narrative recounting the adventures of little Joe Maxwell, upon which the detached bits of fiction are hung. Joe Maxwell, we feel from the start, is the real boy Harris.

We first find him snugly ensconced in the corner of a faded green and rickety sofa in the store post-office at Eatonton, (the Hillsborough of the story.) "Here he used to curl up nearly every day reading such stray newspapers as he could lay his hands on, and watching the people come and go"—thus preparing the way for twenty years' work on the Atlanta Constitution and for his inimitable sketches of negro life and character.

As the air was then full of warlike rumors, the pupils at the Eatonton Academy caught the war

fever and were formed into a military company and drilled by their belligerent teacher. Young Joe was the fourth corporal of the little band. The rumors soon developed into realities, and the papers of the day became of absorbing interest to the keen-eyed boy.

But he knew very well that the time would soon come when he would have to support his mother and himself. This thought used to come to him again and again, "as he read the Milledgeville papers in the village postoffice. One day his eye fell on an advertisement—which 'seemed to bring the whole world nearer to him,' for from it he learned that within nine miles of his native village a newspaper was to be started by a well-known planter, Mr. J. A. Turner, who was to be its editor and proprietor. This paper, *The Countryman*, was to be modeled after Addison's Spectator, Goldsmith's Bee, and Dr. Johnson's Rambler."

The first number, devoured largely by the lad just in his teens, contained an advertisement by the editor that he wanted a boy to learn the printing business. Joe Maxwell, eager for work, applies for the situation, passes successfully Mr. Turner's inspection, lays aside his toys, leaves his boyish companions in town and begins what "turned out to be the most important journey of his life."

Important it was in many ways. At Mr. Turner's there was a good library of some 2,000 volumes, where the young boy had an opportunity to cultivate a taste for the best literature—and under wise direction, too, for we learn at a later day that his prime favorites are Sir Thomas Browne, the Vicar of Wakefield, Shakespeare, Job, Ecclesiastes, and the writings of St. Paul. Further, his work as printer on the *Countryman* laid the foundation for his subsequent unbroken connection with newspapers, and for his knowledge of the newspaper business, a knowledge which is both varied and extensive. In 1868–9, he was editor, compositor, pressman, and mailing clerk of the *Forsyth Advertiser*. He also laid on the Turner plantation the foundation for that excellent health that has enabled him to do arduous work on the *Constitution* staff and write besides some eighteen volumes of delightful literature. The out-door sports in which he indulged not only made him strong and healthy, but gave him an insight into the habits of animals and put him into loving sympathy with them. Mr. Harris's animals talk with a naturalness rivaled only by the wonderfully life-like conversation of the bear, the panther, the wolf and the python in the Jungle Books.

On this same plantation, too, he found Uncle Remus in the person of an old plantation darkey belonging to the editor of the *Countryman*, saw something of the horrors of war, and caught an insight into the workings of slavery on its sunny and its shady sides—sunny for the Turner negroes, but not so bright for the unfortunate slaves on some of the adjoining plantations.

It will be seen, therefore, that the three or four years of impressionable boy-life spent on the Turner plantation were, in many respects, the most important of all in the prospective author's career. The story of these years is told with a simplicity and directness that carry conviction with them.

In 1865 this plantation life, whose simple annals the author tells with evident relish, came to a close. Since this date, the life of Mr. Harris has been quiet and uneventful. In 1866, we find him upon the staff of the Macon *Telegraph*, in 1868–9, he is the editor of the *Forsyth Advertiser*, already mentioned. In the same year he had some racy experiences as private secretary to the editor of the *Crescent Monthly*, New Orleans. While editor of the *Forsyth Advertiser*, his paragraphs and editorials attracted the attention of the author of Major Jones's Courtship, who at that time was editor of the Savannah *News*. Mr. Thompson offered Mr. Harris a position on the staff of the *News*. The offer was accepted and the two congenial editors were associated on this paper till 1876. Driven away from Savannah by the yellow fever, Mr. Harris went to Atlanta, where he accepted a position on the editorial staff of the Atlanta Constitution, with which paper he has been connected ever since.

His literary career began during the war, though as far as is known, only one piece that gave any evidence of his future career, appeared at this time. This was a touching incident written for the *Countryman* toward the close of the war.

A happy accident turned his thoughts toward Uncle Remus. Before Mr. Harris came to Atlanta, Mr. S. W. Small had been writing humorous negro dialect sketches for the *Constitution*. Mr. Small resigned, and the editors requested Mr. Harris to write these sketches. After writing a few consisting of dialogues contrasting the old with the new South, he wrote the first story in Uncle Remus: His Songs and Sayings, just as it appears in this note-worthy volume.

The success of Uncle Remus was instantaneous and decided. Young and old alike poured over its delightful pages, the one with eager relish for the graphically told stories, the other with the feeling that every page was haunted by the ghosts of charming memories of days gone by—days in some old log cabin, when in the fitful glow of the firelight, a wondering child-face looked up with sympathetic expectancy into the eyes of some dear old Mammy or Daddy story-teller. Nearly two decades have passed away since the first edition of Uncle Remus: His Songs and His Sayings, but the popularity of the book is unabated. The latest edition, D. Appleton & Co., 1899, is a gem in the matter of tasteful binding and beautiful typography, but its chief title to distinction is the work of Mr. A. B. Frost. Says the author to the artist, "You have breathed the breath of life into these amiable brethren of wood and field. By a stroke here and a touch there, you have conveyed into their quaint antics the illumination of your own inimitable humor, which is as true to our sun and soil as it is to the spirit and essence of the matter set forth." Every reader of the book will endorse, we are sure, this high but well-deserved praise.

Since the appearance of Uncle Remus, Mr Harris has written fiction regularly for various periodicals. His stories have been collected and published in book form, so active is the demand for them in permanent shape. There are seventeen of these volumes so far, and he is still actively engaged in literary work. One can scarcely resist the impression that fewer works and more work would leave results that would abide longer. In addition to the books of fiction, Mr. Harris has also gotten out an edition of Grady's Life and Works, and has written a happily conceived and well executed History of Georgia, in the form of stories, illustrative of the most eventful epochs in the States' history.

"Since 1876," as Mr. Harris says in a genial letter to the writer of this article, "my life has been that of the poplar tree in my yard. The gentle adventures I have are those we fall in with at the fireside, in the veranda, in the domestic circle." Modest and unassuming he shuns the reporter and closes up like a clam during the ebullitions of the gushing visitor. Hence he is less known than most of our literarians, who live in the broad glare of reportorial publicity. In the Book-Buyer for March, 1896, Mr. Garsney, who spent several months with Mr. Harris, writes very pleasantly of his characteristics and of his home life. We learn from this sketch that Mr. Harris is a robust man somewhat under middle height, with ruddy complexion, light blue eyes, and sandy-colored hair and mustache. His habits and tastes are simple, and his character strong and sincere. Like Carlyle, he hates shams of all kinds. "I like people," he says, "who are what they are and are not all the time trying to be what somebody else has been." In West End Atlanta he lives a quiet life undisturbed "by the busybodies of the world." "The roses are his one passion, and under his tender care the garden blooms with prodigal beauty from May till the middle of December." Many positions of great prominence have been offered to him, but he persistently refuses them all. "If the greatest position on the round earth were to be offered me, I wouldn't take it. The responsibility would kill me in two weeks. Now I haven't any care or trouble, and I have resolved never to worry any more. Life is all a joue to me. Why make it a care?" This is the genial philosopher who gives us in song and in story so many bits of wisdom wreathed in smiles. But we have already transcended the limits of one paper, and must defer the further consideration of our author's characteristics until the next issue of the JOURNAL.

"Whosoever Hath, to Him Shall Be Given."

PRESIDENT GEORGE T. WINSTON, AGRICULTURAL AND MECHANICAL COLLEGE, RALEIGH, N. C.

This is a law of God, expressed not only in the Scriptures, but also in nature and in human life. The deep rich soil produces abundant vegetation, which decaying makes the soil deeper and richer. The strong sturdy sapling grows into a mighty tree, taking away the nourishment from less vigorous specimens around it and causing their decay. The millionaire multiplies his millions with apparent ease, while the pauper cannot find even daily food. The bright, sunny, robust, intelligent child finds everywhere friends and helpers. His teacher loves to teach him; his playmates love to greet him; the girls all want him for a sweetheart. Everybody is ready to help him. Should he be left an orphan, men and women by the score would seek to adopt him. The ill-favored, ill-mannered and ill-balanced child, liked by no one and left alone by all, grows up into a distorted life, often corrupted by vice or

crime. The wild ass of the desert, tough, obstinate and apparently indestructible, roams at large without care, without training, without restraint, enjoying its desolate freedom, despised of God and men, and ever remaining the same primeval wild ass of the desert. "Whosoever hath, to him shall be given."

There is compensation in nature for all things. The big heart and splendid brain of Dr. Howe discovered the single talent of Laura Bridgeman, and by tender nursing and skillful training multiplied it a million-fold. The old, bare, rocky, clay soil, trained and cultivated by the resolute, sturdy and intelligent farmer, will yield its fifty or hundred bushels of wheat to the acre. Where cotton will not grow with profit, the cotton mill grows in abundance. There is a talent hidden somewhere for every child and every people It is the work of the teacher to find and multiply the talent of the child, the work of the statesman and the philanthropist to find and multiply the talent of the people.

No talent can lie idle in this busy age. It was even so in the time of Christ, when men had abundant leisure; but now, in the age of steam and electricity, in the age of world markets, when a drouth in Texas raises the price of cotton in India, when war in Asia raises the price of wheat in Canada, when a great commercial failure in London unsettles values throughout the world, in this age no talent *can* lie idle.

"Whosoever hath, to him shall be given." Go to the land of factories and machinery! Here, where you find much accumulated wealth, you find preparations on the largest scale for creating more wealth; here, you find most frequent and most valuable inventions in mechanical appliances; drawing and designing taught in the public schools; chemistry, physics, biology, geology, mineralogy, all sciences bearing upon life, studied patiently and thoroughly by each generation; technical schools for the production of skilled workmen in every line of human industry; mechanics, machinists, dyers, designers, weavers, spinners, electricians, architects, bridge builders, manufacturers. Massachusetts is a hive of skilled workmen. The result is the highest per capita of wealth on the continent. But Massachusetts began with nothing. All has been accomplished by human endeavor guided by intelligence. The golden wheat fields of Canada and the Lake states spread out before the traveller like a realized dream of plenty: the soil, thoroughly cultivated and enriched; the grain, economically harvested and marketed; the pure, rich flour going over the world, a blessing to the consumer, but a conquering rival to the less fortunate wheat producer elsewhere, Surely here is no need of industrial training. The wheat producers think differently.

They realize that their ascendency depends upon constant progress. Five thousand farmers in Ontario alone conduct experiments annually, in cooperation with the Agricultural College at Guelph. One hundred and fifty varieties of wheat are tested annually, by actual growing. Methods of culture, of fertilizing, of drainage, of rotation, are studied and experimented upon annually. This is the way they maintain their ascendancy. In New York state, where cheese making, butter making, stock farming, fruit growing and trucking have already reached a very high degree of perfection, the state appropriates $50,000 annually for experiments in these industries. The result is better stock, better cheese, better fruits, wider markets and larger returns for the producer. "Whosoever hath, to him shall be given."

There is a lesson here for North Carolina; and North Carolina, too, is teaching this lesson. The good roads of Mecklenburg made Charlotte a popular market. Food came in for consumption, and staple produce for export. Factories sprang up and brought in workmen, demanding more food and more comforts, thus bringing in more trade, more industries, more people, more schools, churches, libraries, lectures, public parks, water works, paved streets, electric lines, good government. Other counties are following the example of Mecklenburg. The state is growing surely and steadily in wealth and power. Its industrial forces are working to greater advantage than ever before in its history. All it needs is more training and better training for each generatian of workers; the elements of industrial education in all the public schools, with longer terms of instruction and better teachers, until skill and talents in industrial lines shall become almost an inheritance, even as hospitality, courage and religious devotion are now inheritances among our people. This will come in time. In the not distant future, every child in the state will grow up with the idea of doing some useful work, and the state will see that he is trained to do it. Much progress has been made in this direction already. Step by step, surely and steadily, the state has gone forward; and not a step backward. We have done much, but we shall do more; for, "Whosoever hath, to him shall be given."

Manual Training in Durham Public Schools.—A Brief Outline.

MISS ELOISE KENT, TEACHER IN CHARGE OF MANUAL TRAINING.

The work in manual training really begins in the first year of school, when children build with the type forms, lay sticks and tablets, do paper folding, model in clay and cut designs from colored paper. This is continued through the first four years, the wood work beginning with the fifth year.

The first whittling is done in wood three-sixteenths of an inch thick, the simplest cuts being given first.

With the whittling is given mechanical drawing, each piece being drawn on paper before it is cut from wood. The pupils must learn the names and uses of the different instruments before the real work in cutting begins. They first make straight cuts with the grain, then across the grain, diagonally with the grain, and against the grain. When this has been learned, curved cuts are begun. Each model is a step in advance of the preceding, involving more difficult cuts, and finally putting two or more pieces together. In the seventh year whittling in thick wood is taken up, the wood being from one-half to seven-eighths of an inch thick.

The models made in all grades are finished pieces, not mere exercises, each piece having a use to which it may be put.

The boys of the eighth, ninth and tenth grade do bench work, using the plane, saw and chisel; while the girls do carving. Many are now busily engaged on Christmas gifts.

The carving in the eighth grade has been begun this year in a manner somewhat different from that heretofore used, exercises in Japanese carving being given. The carving will soon lead into box covers, paper knives, etc. The upper grades continue to use the regular carving tools. The eighth grade bench work is simple, but very practical and exceedingly interesting. The higher grades make brackets, book racks, boxes, etc., decorated with chip carving designs.

Why do we give our children such training? and of what practical value is it? Manual training, which is educational shop work, cultivates the mental and physical powers, and especially the will. It trains the hand along with the mind, making a more complete whole. It broadens the interest and increases respect for mauual labor and laborers.

One of our American philosophers has said, "a man who thinks is only half a man; it is only when he acts that he becomes a whole man."

The Measure of the Community's Duty in Educating its Children.*

PRESIDENT S. D. BRADWELL, STATE NORMAL SCHOOL, ATHENS, GA.

Because the state gives assistance in the matter of education, that is no reason why the community should relax its efforts. Both are necessary in order to have the best system.

The System.—All responsibility rests primarily with the community, though for reasons not lying within the province of this discussion, a part of this responsibility has been delegated to the state. Next to moral and religious training, the gravest duty of every community is to educate its children. In order to do this properly, it is necessary to adopt and maintain the most enlightened, the most adjustable and the most accomodative system human intelligence can devise. The conditions of a locality should largely dertermine what this system should be. In Germany, where subjects are ruled by a strong centralized government, the school, as a governmental institution, has reached a high state of perfection. In New England, where densely populated rural communities abound, the township is wisely selected as the unit of administrative authority. In our own State, where the rural districts are sparsely settled, the most satisfactory plan would be to adopt the county as the unit of administrative authority. It is unnecessary at this point to go fully into details as to just what this system should be. Suffice it to say that there should be one Board of Education consisting of no less than eleven nor more than fifteen members, one course of study for rural and town schools, one competent supervising officer, who should devote all of his time to the work, and receive liberal compensation for the same, and a monthly payment of a living salary to the teacher for approximately nine months of the year. The details of the work could be safely left, under legislative direction, to the County Board of Education. Nor is it the object of this paper to amplify the reasons why such a system should be adopted in Georgia. Only two stock arguments will be briefly mentioned: *First*, country people being within reach of

first-class schools, will stop moving to town to educate their children. *Second*, When this influx of population from the country to the town ceases, there will be an immediate enhancement of farm lands throughout the state. I am glad to state that the positions taken in this paper do not rest merely on theory. In the counties of Bibb, Richmond, and Chatham are systems differing only in minor details from the one I have in mind.

Money.—If it be admitted that it is the duty of the community to establish a good system of schools, then it necessarily follows that it is the community's duty to provide money for the maintenance of the same. There are four ways in which the money can be raised: It can be raised by voluntary subscription, by stipulated contract between teacher and parent, by local taxation, or it may come from the state treasury. As the last named source falls within the duty of the state nothing further will be said of it here. The voluntary contribution will succeed in a few communities where progressive, liberal and intelligent citizens are in control; but when we consider the fact that this kind of community forms a very small part of the civic body, we must admit that it is a signal failure. The plan of having a contract between the teacher and community, or taking a school "on its merits," is a plan largely in vogue today, and was the regular rule of the "old field school"; but it is, and always has been, far from satisfactory, because under it so many children failed to get any education at all. Moreover, the teacher, after fulfilling his part of the contract, is compelled to spend a large part of his leisure in a futile attempt to collet "bad debts." It is sometimes a a question whether it is harder to earn the money or to collect it. By a process of reasoning, then, known as elimination we are forced to the conclusion that there is only one satisfactory plan of raising money for the support of the common schools, and that is *local taxation*. This can be done in one of several ways: The poll tax can be doubled, or trebled, or quadrupled, or multiplied until the necessary amount is assured; or a certain tax can be levied from the parent for every child between the ages of six and eighteen, which would tend to throw the burden on the one who is to receive the benefit; or best of all, an *ad valorem* tax can be levied on the property of the community until the necessary amount is covered into the treasury. Boards of education can be relied upon to make a fair division of the funds between the races.

Appliances.—It is not sufficient to inaugurate a system, and get money to pay the teacher. There are other weighty duties resting on the community. Suitable houses and grounds should be provided for the children. Teachers cannot teach successfully in houses where they are exposed to the inclemencies of the climate. Nor can pupils learn under such circumstances. It is not an uncommon thing in Georgia to see better barns than school houses. An additional reason why the county should be the unit of administrative authority lies in the fact that the County Board would hold in trust all of the school property, and consequently would be charged with the responsibility of erecting all school buildings. This would, in the course of time, lead the Board to adopt a uniform plan for a one-room school house, a plan giving the most satisfactory proportion of floor and light space, a plan giving a satisfactory amount of fresh air, in short a model one-room school house. The same course would be pursued with a two-, three- and four-room house, and so on. Then we should begin to have decent school houses. In many communities in Georgia one can find a little shanty, twenty by thirty, built of planks the surface of which has never been soiled by the paint brush nor marred by the plane. At one end of this structure a block of wood or a small dry goods box beneath a rectangular opening notifies the wayfarer that here is the one and sole entrance to this temple of knowledge; at the other end, a feeble shaft of stick and mud totters up to the height of the roof and there clings as though modestly refusing to rise above its humble surroundings. The numerous and spacious cracks between the planks bear witness to the fact that the people like fresh air. It doesn't cost anything. This picture is not overdrawn. I have seen the original; nay, I have taught in it.

Not only should the community have a better school house, but this house should be abundantly furnished and equipped with the necessary furniture and appliances. Blackboards, erasers, chalk, desks, etc., should be at hand in abundance. The duty to properly equip the school is, in my judgment, just as binding as is the duty to have the school. But the teacher ought not to expect the community to furnish maps, charts, etc. He ought to be able to make those himself. The community should not only help the school with money, but should give it moral support. It should uphold the teacher until legal proof of moral obliquity

or incompetence is adduced. How many parents pronounce judgment, or even venture to lay violent hands on a teacher, acting purely on ex-parte testimony! If the teacher does not invite the patron to come to see him, or doesn't make the school so attractive that they will come anyhow, then they should, as a matter of duty, visit the school to see what the teacher is doing with their children. Another duty I must speak of in this connection, though it is a very unpopular doctrine in the South, and that is compulsory attendan e at school. I believe it is the duty of every community to instruct its representative in the legislature to vote for the passage of a law that will force the indifferent or obstinate parent to send his children to school during what is ordinarily called the "free term." It is not the purpose of this paper to enter into a discussion of the reasons why this should be done, though I would like to see this Association take up the subject and pronounce upon it. In this connection I cannot refrain from impressing on the teacher the importance of going to work with a common purpose of trying to make the community first see its duty to its children, and then do its duty.

Local Taxation in South Caroina.

SUPERINTENDENT W. H. HAND, CHESTER, S. C.

In compliance with your request I give as succinctly as possible the working of the South Carolina school law with respect to local taxation.

Prior to 1878 there was a law permitting an additional levy necessary to create a fund limited to $3 per capita of the school population. At that time the school tax under the state constitution was two mills on the dollar. In 1878 this law was repealed. Then the legislature began the erection of special school districts in the incorporated towns and villages, giving them the power to levy and collect a supplemental tax. Within a year a special levy had been ordered in six places in the state. By 1893 nearly one hundred special districts had been created, and were levying and collecting a supplemental tax of from one to three mills. In several of these places a tax of five mills was permitted, but not so much was collected. Between 1878 and 1893 only two places in the state had the law permitting a special levy repealed. During this period nearly every town of 1,000 inhabitants introduced the special tax.

In 1893 the law was changed, giving the incorporated towns and villages the privilege of voting a special tax not exceeding four mills on the dollar. The law provided that any school district outside the incorporated towns and villages might levy a like tax by a majority vote of the resident freeholders. This law permitted a taxpayer to designate the school in his district to which he wished his tax applied. Under this act additional districts joined in levying a supplemental tax.

Under the new state constitution a tax of three mills for schools is levied throughout the state. This somewhat sudden increase of fifty per cent. in the state fund has checked, since 1895, the increase of special districts with a supplemental tax. This increase has been further checked by a provision for a state levy sufficient to create a fund of $3 per capita of the school population, if there should be found less than that amount per capita after the collection of the three-mill tax, poll tax, and dispensary profits. This positive assurance of $3 per capita has had its effect, but this is provided for only three years.

The Statutes at Large of 1896 provide that the voters of any school district who return real or personal property to the value of $100 are authorized to levy and collect an annual tax not exceeding four mills. Under this law the taxpayer may designate to which school in his district his tax shall be applied.

Since 1878 the entire legislation has been in the direction of increase of school funds by state levy, and the encouragement of local taxation. There are now more than one hundred fifty school districts in the state collecting a supplemental tax. Every town of any size, nearly every village, and many country districts are represented in this number.

There can be but little doubt that local taxation for the support of public schools brings the best results. It increases educational interest and facilities, and leaves the expenditure of the tax absolutely in the hands of the district voting such tax. Nor is that all: under the present law in this state the individual has control of the expenditure of his own tax. There can be no question that local taxation for the support of schools removes that disposition to wait for help from others. It has done much to remove the public schools from the category of institutions of charity in the eyes of many people. It fosters a spirit of independence and commendable pride wherever tried. Almost without exception, the wealthiest men in the places

where a local school tax is collected are among the warmest supporters of the public schools. All classes of the community see at a glance just what returns they are getting for every dollar invested. With us, in nearly every instance where a change has been made in the rate, it has been an increase in the levy.

Where only a few years ago schools dragged out an existence of five or six months in the year, are now found flourishing schools running nine and ten months in the year. Too, the erection of special districts and the collection of a special tax have not only increased the length of the school term, but have drawn into the teaching ranks many strong men and women who would otherwise have taken up some other profession. These strong men and women have been secured for the school room because a certain degree of permanency now attaches to teaching. This is no small gain to the cause of education. It is very generally conceded that the public school is the bulwark of American institutions. What then can be more clear than that the strongest men and women in the land should be put in the public schools?

Certainly one of the wisest steps in South Carolina was giving the power of levying special taxes to districts outside the incorporated towns and villages. It gives the opportunity to country districts to establish better schools of their own, thus removing the excuse for the country population to move to the towns to find school facilities for their children. The only way to build up prosperous intelligent communities is to place the means of education in the community. The intelligence of any community cannot rise above its own standard of excellence. The institutions of learning within its borders mark its standard. Whenever the rural district taxes itself to maintain first-class schools there can no longer be an excuse for its citizens to seek educational light in the towns.

The Average Pupil.

FRANK A. HILL, SECRETARY OF THE MASSACAUSETTS BOARD OF EDUCATION. [IN MANUAL TRAINING MAGAZINE.]

We sometimes flatter ourselves that we have solved the problem of grading our pupils. The fact, however, is that the only grading we are sure of—if we are sure of anything—is that of facilities offered, of opportunities enjoyed; the absolute marching abreast of pupils intellectually, morally, socially, esthetically, is an impossibility. If there seems to be such evenness of movement, as when they are all marked 100 per cent in an arithmetic test, it is only because the test has been limited to some tiny drill field in the mental glebe. The drill is capital, the product is excellent, the child is ready for the next step; but to attach to scant premises the high conclusion of an even class advance with unbroken front all along the lines of individual development is, of course, illogical and preposterous.

I long ago became skeptical about the claims of the average pupil. Who is the average pupil? * * * He is an unintended but none the less an unmitigated fraud, the supposed result of impossible processes. Average, if you can, A's power in music with his stupidity in mathematics, and the result thereof with B's power of imagery or keenness of conscience or what not. Percentages supposed to stand for such things can be averaged, but I refer to the things themselves. Even should you fancy you have somehow correctly gauged this pupil of average capacity, what can you do about it? The task that might conceivably fit him is too easy for all above him, too hard for all below him; that is to say, it is unfit for the class. Assigned exercises that come within the reach of all are adapted to the minimum capacity rather than the mean, and leave alarming margins of higher capacity unprovided for. * * * What right has the school to limit its attention to some average-capacity pupil, fictitious or real, whose shifting place in the class nobody knows until bright ones above and dull ones below are duly weighed, summed up, and divided into equal portions, of which one is the mean to be taught?

The Needs of the University of North Carolina.*

A University, like an individual, can never become finished and full-grown. There is a law of its nature which decides that, for it, completion and complaisancy mean death, while development and struggle mean ever wider and larger life. It is sometimes complained that educational institutions are insatiable in their demands, and this is true; but it should be remembered always that it is the fear of stagnation and decline that forces the demand.

* This article, taken from the last number of the University Record, is re-published here with the desire to help place it in the hands of the largest possible number of North Carolinians. We endorse every word of it, and would urge its careful consideration upon every patriotic North Carolinian.—ED.

By the exercise of rigid economy, unsurpassed in America, by self-sacrifice, hard work, enterprise and vigilant appreciation of popular needs, this University has grown amazingly in the last eight years. The graduate of '92 could not put his hand upon a department of the University which has not increased in power since his day. The numbers have increased one hundred and fifty per cent. In teaching force equipment and standards of work there has been marked change for the better, while in income there has been an increase of about twenty-five per cent. The institution has grown into the rank and class of institutions enjoying two and three times its income, and it has preserved inviolate its reputation for honesty of work and academic dignity. This fact is known and wondered at in the Southern states, where it is best known. It has been a stimulating influence all over the country, and it has set the pace in the South.

The session of 1899-1900, just begun, shows marked increase along all lines, and the institution may be said to have reached the topmost point of usefulness and power at the moment of this writing. And yet there are certain things that should be kept in mind by its friends and trustees.

This growth is not the result of luck or chance. It is not the resultant of abundant prosperity, for the University made its greatest gain, until this year, in a period of disturbance and depression. It is the result of hard, grinding, ceaseless toil, infinite watchfulness for the right, and nice adjustment of University power to the needs of our people. The University has kept its eyes on the people whom it was created to lift up, and its hands have been quick to serve them. Thousands of ambitious youth have seen the light upon its hills and have been drawn hither.

The University has not been content to wait in in academic peace and dignity the coming of the throng, but has gone after them and brought them in. The struggle for growth has been, and is now, nothing short of heroic. It has taken all honorable risks. It has reserved nothing for rainy days. It has denied itself luxuries, comforts, decencies, absolute necessities. It has poured its inadequate income into the daily instruction of its students, withholding nothing save the means of that instruction. It has given free tuition to hundreds. It has loaned to hundreds just the amount of money that made it possible for them to come to college. It has had to watch every nickel and dime of its expenditure term by term. It has been a place of grim struggle and plain living, and each fiscal year has ended with a deficit or a balance of a few score of dollars. This high water mark period is a fit time to speak plainly. *This sort of struggle without adequate means of growth cannot go on always.* Mere enthusiasm, and even mountain-removing faith, will not equip laboratories, add needed departments, provide new instructors and retain old ones. Like some good ship making for port, the University for five years has spread every stitch of canvas, has caught every wind and worked every man at two or three posts. It has done its best. There is need of more ship and more sail and more men. The country is growing, the state is growing, other institutions are growing. The day of large things is at hand. The time has come to be generous and open-handed to the institution which has achieved greater results on less means than any similar institution in America. It deserves good treatment, and it will return the investment increased an hundred fold. It cannot continue to grow as it has grown without increased means. It would be a crime to cripple its onward march. Let us be content to enumerate at present a list of its most urgent needs. Hereafter they will be discussed in detail.

1. Professorship of Political Economy.
2. Associate Professorship of Physics and Electrical Engineering.
3. Professorship of English Language.
4. More instructors and better pay to those who have proven themselves good.
5. A Modern Gymnasium.
6. The completion of Alumni Building.

Every alumnus who has delayed giving of his means to this building should give now, for it is needed now in order to insure the erection of the building.

How a Great Teacher Won a Pupil.

BY PROF. ADDISON HOGUE, WASHINGTON AND LEE UNIVERSITY. [IN HOME AND SCHOOL]

The teacher was Sokrates. The particular pupil in question (and it was "in question" with a vengeance) was named Euthydemus. He was fond of reading, and spent quite a sum in collecting the works of celebrated writers. In fact, he had quite a noted library. But he had one radical defect that was likely to vitiate his good work. He im-

agined that 'he knew it all." He was young, and so was not yet able to be a member of the Athenian Ekklesia ("General Assembly," as we might call it) and to address the people, though he had not the slightest doubt as to his ability to give the very best advice on any subject that might come up. Whether it was a matter of trade or finance, of war, peace, or alliances, he felt perfectly competent to give wise counsel. Sokrates saw that there was good in the young fellow, but that the conceit must first be gotten out of him. "Seest thou a man wise in his own conceit? There is more hope of a fool than of him." Sokrates did not know that this was in the Bible, but he believed in it, all the same; for if ever a man lived who was a mortal foe to all sham and pretense, that man was Sokrates.

The first step was to arrest the attention of Euthydemus, and get him interested. Sokrates did this one day by dirceting a conversation not to Euthydemus, but at him. In this conversation Sokrates expressed astonishment at a thing that in our own age is seen in a great many people who ought to know better; and that was the notion men have that the difficult art of guiding the affairs of a city or a state comes to men of its own accord, although other and far inferior matters have to be learned from competent teachers. Euthydemus took no part in the conversation, but Sokrates saw that his interest was aroused. So at an opportunity he sought a private interview with Euthydemus. Why so? Because the young fellow had some painful mental surgery to undergo, and no others were to witness his discomfiture and mortification. But as the patient was to be convinced of the surgeon's kind intention, Sokrates began by paying Euthydemus a well-deserved compliment for laying up treasures of wisdom rather than of silver and gold. Sokrates thus showed his great common sense and his knowledge of human nature; for merited praise judiciously bestowed is one of the strongest levers a teacher can use when he wants to move a pupil in any given direction.

Of course, Euthydemus was delighted, and the approbation of the great teacher acted as a sort of anodyne for the pain that was to follow. Sokrates then began to question him as to his purpose in life, and as to the use he expected to make of his acquired knowledge. At first Euthydemus had no answer ready; but, at last, guided by the teacher's questions, he admitted that he wanted to be a leader among men, and this naturally led Sokrates to show the need of special training if one is to become expert in any given line of work. One of the prime perquisites of leadership, viz., justice, Euthydemus was sure he already possessed in as great a degree as anyone else. But when Sokrates pressed him to define justice, Euthydemus was chagrined to find that he was utterly unable to give any clear and comprehensive statement of the difference between justice and injustice, or between right and wrong.

They then took up point after point, and each time Euthydemus felt that he now had a subject on which he could maintain his ground. But in every instance the questions of Sokrates proved that Euthydemus had not done any clear and satisfactory thinking on the matter, even though at times Sokrates purposely presented a weak and sophistical argument, to see if Euthydemus could not meet it.

At length they part—Euthydemus the most crest-fallen man in all Athens. But he was bent on improvement; and he had the sense to see that his best hope of this lay in association with Sokrates. So, with his conceit all gone, he sought out the great teacher and spent all possible time with him. Now Sokrates had a good working basis. Mark his subsequent procedure, as told by Xenophon.

"When Sokrates found that Euthydemus felt this way, he would not confuse him in the least, but in the simplest and clearest manner he used to explain what he thought Euthydemus ought to know, and the things best for him to study."

As this article is written with the hope of helping teachers, notice the different steps taken by Sokrates. He awakened interest, secured attention, met his pupil privately, won his good-will, showed him his mistakes, made him willing to learn, and then began a course of kind, patient, simple and clear instruction.

The problem of the age is life, development, conservation of energy. The thoughtful teacher is beginning to see that thinking, not knowledge, is power.—*W. W. Hastings.*

"Examination" is a word that should be blotted out of the language of the schools. Teachers who are working with pupils the whole year know whether the work has been done or not.—*Dr. A. F. Nightingale, Supt. Chicago High Schools.*

Children's Interest in Literature.

ISABEL LAWRENCE.

[Among the very best of all discussions we have seen of the subject of Literature for Children is that contained in a paper read by Isabel Lawrence before the Child Study Section of the N. E. A., at Los Angeles, Cal., July, 1899. The following extract, containing the whole of the paper after the introduction, is taken from this paper as published in the *Kindergarten Review* for November.—ED.]

"But literature is, after all, only a mode of expression of life. The native interests which underlie a taste for literature are interests in life itself, and they are manifested in many other forms. Studies of children's actions, of their plays, their drawings, their ideals, and their emotions, reveal the same nuclei. Very many of the characteristic interests of children have been discovered by inductive studies on some one of these subjects, and verified again and again by other independent studies. Such known interests form a very solid and important basis for the study of children's tastes in literature. It only remains to select the best books to fit such native interests, and then verify the solution by an inductive study of its effects. First attempts must necessarily be very defective, but a brief survey of the field from this standpoint, may serve to illustrate a method which, carried out scientifically and exhaustively, must lead to some certainty of result.

Literature realizes ideals for us. A little child before eight, in his ignorance of natural law, is forever trying the impossible, and being baffled and hurt in consequence. How delightful, then, to be the giant in the story, to knock stars out of the sky with your head, to walk with seven league boots, and actually seize the pot of gold at the end of the rainbow! The child suffers from instinctive fears, and every fear means a possible interest in the literature which can both exercise and allay it. The little mortal who trembles at the sight of a big dog, and hides under the bedclothes to escape the frightful monsters of the dark, glows with a sense of conquest when your story enables him to slay lions and tigers with Hercules, and face, with sublime courage, fearful dragons and fire-spouting chimeras. Thus myth and fairy tale satisfy the child as they have satisfied primitive man.

The instinct of trust is strong in the little child. Every mind picture is real to him. He fails to discriminate between images made with the help of the senses and those furnished him by the story. The most vivid image is the truest, so he wakes up to this life slowly after the tale is told. Do you not remember that you yourself could not tell whether it was morning, or noon, or night, when you got back? It is this power to be another, to live elsewhere than here and now, which develops into the breadth of vision and power of every sort hereafter. Starve this instinct now, and man is forever doomed to live within narrow ranges. Its present food is fancy. If the child does not enter the realm of literature through the time-honored gateway of fancy, there is danger that he may never find any other entrance. The gate is widest under the magical sunrise sky of childhood. Later, the door is shut, and he who climbs in by some other way must miss forever the beauty reflected from the orient.

The child before eight has a strong instinctive interest in rhythm, whether of movement or of sound. He is akin to primitive man, and, like him, makes words of natural sounds. To these children, Hiawatha sings like the forest, and the refrains of the ballad sink deep into his soul and cultivate the ear for music and poetry. Sir Walter Scott, at three, shouting old English Ballads from Percy's Reliques, is an example of spontaneous growth in literature, and of the effect of its gratification.

Children at this age care most for motor images, and as the image tends to react in movement, the dramatic instinct is strong. Test the literature selected. If ninety-five per cent. of the sentences can be acted out or represented in striking pictures, it is safe. Sentences which explain and comment are a dreary waste. Homer and Æsop, ballads and story poems,—Barbara Frietchie, the Pied Piper, and the Jackdaw of Rheims, will stand the test.

Few poets sing the real emotions of children,—Jean Ingelow in Seven Times One, Riley sometimes, and Stevenson almost always, are real child interpreters. Grown-ups often make the mistake of selecting anything with a title referring to children as fitted for children to read,—a mistake eloquent of the superficial way in which this subject has been handled. This has kept the Children's Hour in the list for little folks to repeat, though the only stanza intelligible to them describes the storming of the study by "grave Alice, and laughing Allegra, and Edith with golden hair." The rest, like Little Boy Blue, and many of Field's most beautiful child-poems, is utterly incomprehensible to the child, because full of the emotions

of the parent. The Barefoot Boy, by Whittier, is the meditation of a grown-up, *blasé* man of the city. What unmitigated nonsense it must seem to the barefoot boy himself! Little Annie's Ramble, by Hawthorne, is often given to children to read, when no one but a veritable grandsire, and he of the Hawthorne Puritan type, could look at life from such a standpoint. When shall we learn that, before eight, there is no instinctive interest of children to fasten any reflection upon?

The animistic tendency which makes the little child attribute his own feelings to things around him, interests him especially in growing things,—flowers and animals. The boy and the dog mutually understand each other. They roll over in the dirt with exactly the same impulse. No grown-up need expect to enter the charmed circle. The child is nearer to the animal, and he proves his kinship by his interests. From this, educators have concluded that the child cares how many legs the wasp has, and the precise construction of the cat's eyes, or the dog's feet. This proves an entire mistake. These are analytical, grown-up interests, and have long made dull and stupid school hours for our children. The instinctive interest in animals is social. It is one of companionship. Those books only which write sympathetically of the animal's soul-life,—the Jungle Books, Wild Animals I Have Known, Black Beauty, Beautiful Joe, or Water Babies,—really appeal to children. Great is the disdain for the improving nature reader!

There is an "uncomfortable predilection in the child mind for very sympathetic theology." The pleasure taken in allegories indicates that little children's sermons should be parables with no unsought explanation.

In the world's history, an age of faith is followed by an age of doubt; so the child who has reveled in myth and fairy tale begins suddenly, at eight or nine, to inform you that the story is n't true. We are all unnecessarily angry at errors from which we have just recovered, so our little skeptic criticises these stories more severely than is quite consistent with his evident desire to be around while you tell them to younger children. Do not be deceived. He is simply trying to assert the possession of a new power of criticism, and will be as delighted as ever with your fairy tale, if there is a distinct understanding that he does n't believe a word of it. Still, this new development of interest as to whether stories are true or false demands recognition. It marks the transition of the child into that least understood period of child development,—from eight to twelve or thirteen.

There is a demand now for the history story—Greek and Roman History, and the periods of chivalry and modern adventure where the interest centers upon individuals.

Fighting is an instinct now. The small boy who has hitherto cared little for books, is fascinated by tales of battle. A sturdy little friend of mine, ten years old, whom his little playmates admiringly describe as "hard," sat up reading Howard Pyle's Robin Hood, long after bedtime the other night, very much to the surprise of his family. "I don't think that book is very interesting," said his mother. "Oh! 'tis; Robin Hood just killed a man!" A book like Stevenson's Black Arrow can do wonders toward transforming the brutal form of this instinct into the higher forms of courage. Other literature which serves this purpose may be found in Howard Pyle's Otto of the Silver Hand and Men of Iron, Gilliat's Forest Outlaws, in Horatio at the Bridge, Days of Bruce, and Hero Stories of American History by Roosevelt and Lodge. In fact, an embarassing wealth of good literature appeals to this interest, as well as countless bad books and worthless juveniles. Some parents and moral teachers seeing the evil, often condemn all such literature, both good and bad, thus missing one of the strongest moral influences over boys of this age.

"I like that book," said a nine-year-old, "because it tells about mummies and how they bundle them up." This interest in details and in descriptions appealing to the senses should be utilized in the reading of books of travel and stories of industries as well as in history. This is indeed a most matter-of-fact age. The sentimental gets no genuine response.

> "Whether we look or whether we listen.
> We hear life murmur, or see it glisten,—"

recites the teacher with appreciation. Lack of attention is evident in the fourth grade. Something must be done. Incautiously the teacher asks ten-year-old John to tell what we hear murmuring on a beautiful June day. "Skeeters, getting ready to bite yer," is the instant response. "The Iliad," said Sydney Smith, "would never have come down to these times if Agamemnon had given Achilles a box on the ear." Certainly, Lowell is no more in that fourth grade for that day. There

would have been no difficulty, had the teacher, consulting the children's tastes instead of her own, omitted the description of June and begun with—

"The drawbridge dropped with a surly clang,
And through the dark arch a charger sprang."

Early adolescence, from twelve or fourteen to sixteen, produces violent changes in instinctive interests. Emotions develop rapidly in this storm and stress period, and literature, as the expression of emotion, becomes of immense importance. A volume could not discuss adequately all of these new-born instincts in their relation to literature. The new love of nature and art, the sudden religious doubt, and the alternating fits of depression and elation, selfishness and altruism, find gratification in poetry, romance, and books of religious aspiration.

Suddenly forced out of an attitude in which he has considered himself objectively, the young soul is shocked and disturbed at what he feels. The tumult cannot be quelled until he finds himself. He is too sensitive to confide in people at this time, so he reads hungrily. He is impatient of details, because every book has a message for him,—too great for him to linger over form or dimly-understood sentences. The whole universe and all past times must be searched before he will have time to study carefully and closely. His ideals, his plans for the future, are formed and abandoned daily. He must know what every one else has done. He must live in all sorts and conditions of life. With suddenly developed energy and enthusiasm, he seeks out all heroes and throws himself at their feet. If the wrong books are near at hand, he will be Fitzsimmons, a cowboy or some brilliant detective. If the right books are there, he will change his ideal from physical to moral and mental courage, but he still must conquer. A narrow range of ideals now, means a narrow range of thought and life hereafter. Lack of extensive reading means lack of ideals. The cribbed, confined reading of one good book until he understands it, means narrowness of thought forever.

This is the time when ye pedagogue often stands directly in the way of instincts which he little appreciates. No one is so sought for, to teach the early adolescent pupil in seventh and eight grades, as the thorough teacher, one who can hold the pupil down to a steady grind upon details. You know how the boy is often driven from school, but the loss to the taste for literature in those who stay is not so often appreciated. No writer can compare with Sir Walter Scott in presenting just the romantic qualities suited to the taste of the adolescent. But think of The Talisman studied faithfully to the last illusion, with long columns of words to be searched for in the dictionary, daily, for an entire year in the eight grade! How the children hated it! Because Milton's Paradise Lost cannot be exhausted in two years' study is no reason for assigning it for two years in the grades. The seventh and eighth grade student should read many times as many books as the university student, because the close, logical, analytical study which should follow in later adolescence is absolutely dependent for its quality on the breadth and extent of the reading which precedes it.

The development of the social instincts, the interest in the other sex, a strong, overloaded passion of human nature, should not be unconsidered in the use of literature. In proportion as enthusiastic literary interests are formed, is this tendency kept from becoming precocious and dangerous. Again, the knowledge of the passions of the great world without comes to the child through concrete images. His own environments may not furnish noble ideals of love and marriage. Just here it is important that fiction, — Evangeline, Hypatia, Ivanhoe, The Story of Jean Valjean, as edited by Miss Wiltse, Tale of Two Cities, and many other novels of value,—should be added to his reading—and added early, that the new meaning of things may dawn upon him first through the pure and noble ideals of the best literature. These are the days when a morbid conscience and mawkish sentiment are to be guarded against.

Let a word of warning be given here in regard to stories and novels of the type of the Elsie books and E. P. Roe's works. They are as common in our Sunday Schools and public libraries as poison ivy in the woods of Minnesota. The cowboy novel and the detective story are not half so destructive to healthy morality. These books are not literature.

After all, real literature is fairly safe in the hands of any child. Debarring a few books of perverted genius, and some earlier classics which belong only in the library of the literary specialist, a family or public library containing nothing but really good literature, should be open to the adolescent to browse where he will. "The Head" was right when he gave Beetle the run of his library of fine old English classics, "prohibiting nothing, and recommending nothing." He was right, too, in his method of happening in occasionally, to read a

verse or two from this or that author, "opening up avenues."

In later adolescence, severe logical study should take the place of browsing. This is the reaping time. If in early years natural interests have been seized at the right time, not the few among mankind but the many may take possession of their rightful heritage in the noblest thought of the ages. Even "the man with the hoe" may have that priceless and surprisingly rare gift of the gods, a taste for good literature.

Northern and Southern College Education.

ARTHUR T. ABERNETHY, PHILADELPHIA.

A great many people in the United States have accustomed themselves to regard the South as deficient in its educational system, and lacking in the essentials for producing profound thought. In fact, the belief is current among college people and persons generally in the North, that the Southern system of education is all wrong, and the people ignorant, so far as proper collegiate and university education is concerned.

So far as this opinion relates only to the education in books—the mere accomplishments of memorizing the original thoughts of other men—I believe this statement is warranted. A graduate in Latin, for instance, from a school in Boston, will understand and have at his tongue's end Latin rules, of which the graduate from a Southern college has little idea, and for a thoroughness of detail work the two sections are not comparable; but when it arrives at that point the end is reached, and the average Northern graduate finds his limits.

It seems to me there is more specialism North than South. This is doubtless due to the commercial and manufacturing influences of the North. A boy is sent to school with clear cut ideas of the business he intends to pursue as a life work, and he lends all his energies in that direction. If his father be a banker, and this is the chosen profession of the son, he gives but a perfunctory, if any attention to the classics and belles lettres, and after graduation, devotes but little, if any time, to a pursuit of studies of a literary nature. Indeed, he has no time to do so; the business conditions in the crowded cities of the North and the sharp competition make individual effort and enterprise so essential to success that the man has little energy left to stimulate study.

In the South it is very noticeable that men study more for the pleasure of general knowledge than from any special standpoint of preparation for a certain chosen life work. In the very nature of things this excites a friendly rivalry and serves to stimulate general study. The absence of large cities and the lack of those industrial and commercial conditions which thickly populated cities suggest also give opportunity to the Southern boy for advancement in educational lines for which he gets little credit from his Northern brother. Country people are always closer students than city folk. The quietude and the absence of theatrical and other amusements literally drive the rural inhabitant to study, and then there is a sense of sentiment in solitude which awakens thought and aspiration.

I have only recently witnessed an illustration of the difference between Southern and Northern college education, in observing an examination for the chair of mechanical engineering in one of the leading colleges of Pennsylvania. A splendidly equipped young graduate of Yale, and a native of one of the New England states, who was, no doubt, of the two applicants, by far the abler instructor, was rejected as an applicant for a tutorship for which he had been invited to stand, while a man who, I do not doubt, was much less qualified, so far as technical knowledge was concerned, but who had ability to tell in a manner that impressed the board of trustees, was chosen for the position.

After years of experience in the leading cities of the North and the South, I am of the opinion that the Southern way of educating men for the active fields of life, and if necessary neglecting the classical and strictly collegiate lines of study, but devoting special attention to the pursuance of those studies which build up the man for successfully combatting with the various obstacles which demand straightforward self-assertion, is the most *successful* way, and the best way.

The great skill of a teacher is to get and keep the attention of his scholars; whilst he has that he is sure to advance as fast as the learner's abilities will carry him, and without that, all his bustle and bother will be to little or no purpose.—*John Locke.*

To attempt to teach the child subjects which he is not yet prepared to understand, is like tearing open the bud in a vain attempt to produce a premature blossom.—*President John E. Bradley.*

All for "A Top, Four Jack-Stones and a Five Cent Knife."

MISS M. W. HALIBURTON, NORMAL AND INDUSTRIAL COLLEGE, GREENSBORO, N. C.

One day this fall, just after school had been dismissed for the day, a little boy of the second grade came,running,back to the school building, carefully carrying on a leaf a large green caterpillar. "Just see what I have!" he cried, with sparkling eyes, holding it up to his teacher who was talking with one of the professors of the Normal College. "Where did you find it?" asked the professor, smiling at the boy's evident delight over so ugly on object.

"Oh, I didn't find this one," said the boy. "I bought it from another fellow, so we can have a lesson on it to-morrow." "And what did you give for it?" he was asked. "Four Jack-stones, a top and a five-cent knife," was the prompt reply, which caused the look of amusement on the professor's face to deepen to one of surprise.

But the boy's enthusiasm is easily explained. He had the fall before, while in the first grade, collected caterpillars and kept them until they spun cocoons. Last spring he had watched the "hatching" of many cocoons. Naturally, he was interested this year in caterpillars. Added to this was the expectation of being allowed on the morrow to carry his prize around to be shown to the others, and, under the teacher's guidance, being led to tell to the new pupils all he knew of caterpillar life. Therefore was he willing to give for it "even the whole of his possessions."

The lesson on the following day was much as he hoped and expected; and afterwards the caterpillar was carefully put into a net-covered box with plenty of leaves for food. The children had another look at it the next morning, but no food seemed to have been taken, and the caterpillar was very quiet. The third day, much to the children's disappointment, instead of having spun a cocoon the caterpillar lay dead, a small, much shrunken object. But strangest of all, its body was almost covered with tiny white objects, and some of the children asked if these were not the caterpillar's eggs. They were reminded that eggs are never deposited by caterpillars; and, to explain the origin of these very egg-like objects,the teacher said:

"One day before Herbert brought it to school this caterpillar was creeping along a limb, feasting on fresh leaves, when a small insect-looking something like a tiny wasp alighted on the caterpillar's back. The little insect had something looking like a very small and very sharp needle in the back part of her body, with which she pierced the caterpillar's skin in many places. Every time she did this she deposited a tiny egg under the caterpillar's skin. She then flew away leaving the caterpillar eating away, as it had been doing all the time without noticing that she was there or what she was doing. Now all these eggs were safe and warm under the caterpillar's skin. Who can tell me what happens when eggs are kept warm? So these little eggs all hatched into very small grubs. Grubs, we know, must have something to eat. What could these find to eat under the caterpillar's skin? Nothing but the caterpillar's flesh; and that is why our caterpillar refused to eat. It was sick when Herbert brought it to school. The grubs had been eating its flesh for a long time, and it had gone on eating leaves and creeping about as if nothing were the matter; but they had at last eaten up so much of the flesh that the caterpillar could not go on living. Just before it died the grubs made their way through the skin, and when they had come on the outside of the caterpillar's body, each grub spun for itself one of these little white silken cases which look so much like eggs. Inside of these they are taking a long sleep. We will put these little cases in a small box under a piece of fine net, and we will watch to see what comes out. What do you think it will be?"

A practical lesson on the Ichneumon fly could have been given right here, and it would have interested the children very much to learn of the great good this most wonderful little insect does mankind in checking the rapid multiplication of such injurious creatures as caterpillars and other plant-eating grubs; but their teacher preferred leaving this until the ichneumon cases should develop the flies.

A teacher should be well acquainted with the ichneumon fly, if she is to give lessons on insects; else, she, as well as the children, will often be surprised by unexpected and seemingly unaccountable developments.

Nothing that is superficial, nothing that is unsound, nothing that is out of harmony with right and truth will stand the test.—*North Carolina Christian Advocate.*

Some Questions on the Geography of North Carolina.

Locate North Carolina on the map. What part of the Atlantic coast does it occupy? Measure distances from Hatteras to Cape Sable and the most northern point of the coast of Maine. From Hatteras to the mouth of St. Johns, Fla., and to Long Island. From Greensboro to Erie, Penn., and to Jacksonville, Fla. From Asheville to New York and to New Orleans. From the crest of the Blue Ridge to the Atlantic Ocean and to the Mississippi River. Compare these distances.

Bound North Carolina. What part of the boundary line is determined by physical features? Compare the western boundary with that of Virginia. What determines the direction of each? Do they follow the same mountain range?

What parallel of latitude forms the boundary between North Carolina and Georgia? What other states have the same parallel as a part of their boundary? Trace both this line and the northern boundary line westward to the Pacific Ocean. What is the distance in a direct line from Hatteras to Monterey, California?

On what parallel of latitude is Durham? Trace this line eastward through the Straits of Gibraltar, across the northern part of Africa, the Mediterranean Sea, and Asia, to Tokio. (*Maps of Africa and Asia.*) What countries does it cross? What have you learned about the climate and products of these countries? How do they compare with those of N. C.? What causes the difference in each case? The 80th meridian of longitude, west from Greenwich, lies near Greensboro. Trace this line north to Buffalo, and south through Cuba. Through what part of South America does it run?

At Durham, how far is the sun from the zenith at noon, March 21st and Sept. 22nd? June 21st? Dec. 21st? What is the average declination of the sun's rays from a perpendicular at noon throughout the year? What is the elevation of the North Star above the horizon? What is the length of the longest day, from sunrise to sunset, at your home? *Time it and report.* Of the shortest day?

How long is North Carolina? How wide? How many square miles? Compare its size with Virginia, South Carolina, Georgia, Alabama, New York, Massachusetts, Rhode Island, all the New England states, England, Italy, France, Switzerland, Holland.

Which counties are West of the Blue Ridge? Which counties are east of the line of Lower Falls, on the coastal plain? Which counties are in the middle section? How many in each section? Why have the counties of the western and extreme eastern portions of the state more irregular boundary lines than the central counties have? What do you know about each of these sections and the natural divisions in which they are?

Reading Aloud at Home.

We cannot commend too highly the spirit of the following extract from the Hartford *Courant.* Any teacher who will do something to establish this custom of reading aloud in the families of his school district will find that he has done much toward solving the problem of discipline, interest, and many other difficulties in his school. And not only the children will be benefited thereby, but the parents and older members of the family still more. A few good books in the school library—books that are free from the dryness of the text-book and the frothiness of most of the so-called juvenile books—though *jejune* would describe them better—might be used in this way as a means of education for all classes in the community. And especially in the towns and cities, where the circulating library fosters the habit of much reading of fresh fiction, might this reading of some great classic in which father, mother and children could find a common interest, have a salutary effect. Nor would any injury be done if much of the reading of magazines and children's papers, even of the best of them, should give place to this better reading. Here is an opportunity for many teachers who live in families in which little reading is done. Nor will the time spent in this way be lost to the teachers themselves. Should any wish to make the experiment, they need not hesitate to select the greatest books, however illiterate and uncultured the family may be; for it is a characteristic of the greatest books that they appeal to all alike. Nor is the principle applicable to the home alone. Inestimable good may be accomplished, if the teacher will select some such book and read from it to his pupils a short while each day. Old and young alike will find some interest in it. It may not all be understood; but children, as well as older people, have a feeling for what is great, even if they cannot fully comprehend it. And then much may be understood when read aloud by the teacher that would

not be understood if read silently by the child. It is easier to follow the living human voice than the dead, cold type. A good book to begin with is Homer's Odyssey. Any good translation will do. Bryant's is as good as any, and can be had from Houghton, Mifflin and Co. for one dollar.

"Reading aloud to the children and in the family circle—how fast it is becoming one of the lost arts. What multitudes of children of former days were entertained and instructed by this practice, and how few there are who are so entertained and instructed nowadays. Children now, after being taught to read, join that great army which takes in the printed word, swiftly and silently. Most parents, doubtless, are too busy to spare time to educate their sons and daughtars by reading to them, and as the children grow older they find their hours too crowded to devote any of them simply to listening. "What is the use?" they would say, if asked. "Tastes differ, and we can read what we want in a fraction of the time that would be consumed if we had to sit still and hear it.

"This is all true enough, but is there not something lost in having the custom of reading aloud lapse so entirely? As a sign of the times, the change is but another proof of the rush and hurry of life, and, in the family, it is more or less to be considered an evidence of the tendency to "independence" on the part of the younger members. Common interest in a good book read aloud by the father or mother is a factor in the home that is important enough to have some attention paid to it. The opposite of "skimming" a book, it develops certain mental facluties that it is well to have developed, and as an exercise in elocution for the reader it has distinct advantage. Books so read are remembered, and their influence on character far exceeds that of many a volume whose pages are turned in a desperate effort to reach the last. Reading aloud is a salutary check on the habits of reading too much, and reading too fast

"It would certainly be worth while to take up the practice in families, where the conditions favor it, as an experiment. The winter evenings are long, and as one looks back on them he can find at least a few hours that could have been devoted to reading or to listening. Reading aloud is a quiet enjoyment, to be sure, but it is an enjoyment."

Our doubts are traitors,
And make us lose the good we oft might win,
By fearing to attempt. —*Shakespeare.*

The Local Press and Public Education.

The proverbial power of the press is nowhere better illustrated than in local public education in North Carolina. From the days of the early '80s, when the Goldsboro graded schools were founded and established on a permanent basis, largely by the efforts of Julius A. Bonitz and the *Messenger*, to the opening of the Henderson graded school on October 30th, the result of the labors of Thad. R. Manning and the *Gold Leaf*, we believe no town in the state has succeeded in establishing and building up a good system of public schools without the liberal aid of the local papers. And more; we believe no town has failed except through the indifference or opposition of the local press. It has sometimes required more than one effort even with the help of the local press, but this effort has always been made, and with increased determination, where the editor of the local paper has been in earnest about the schools. Probably there is no better illustration of this than Asheville, where the schools were established by a majority of only two votes, after they had been twice defeated. And every subseqnent election for the improvement of the schools, whether for bonds, for building, or for increase of appropriation to permit expansion of work, has been carried by the same means. There is little doubt that this is true of other towns.

And what a difference between papers in this respect! Of the scores of papers which come to the office of the JOURNAL there are a dozen or more in every issue of each of which may be found some valuable item of educational news or brief editorial in behalf of the schools of the town or county in which it is published. In a much larger number little mention of the educational interests of the section is ever found; and, from the uniform absence of any discussion of the subject in the editorial columns, one might suppose their editors had never heard of the public school, or that they consider it beneath the dignity of their notice. Knowing that a certain town in the state was to vote on the question of levying a local tax for the support of a system of public schools, we read diligently, for two or three weeks before the election, one of the local papers published in that town, without finding any discussion of the subject. Even the last issue of the paper before the election contained no reference to it. Of course the election failed, not through opposition but through indifference; but

the failure was by such a small number of votes that it was easy to see that it might have been carried, had the local press done its part.

Nor will the schools of the townships be improved until the county papers undertake the matter in earnest and with determination not to fail. Probably no heavier charge can be made against the local press of the state than the defeat of the local tax in 1897, through the almost uniform indifference or opposition of the local press. It was little less than a crime, retarding the educational progress of the state ten years; and some day it will be generally regarded as such.

But it is not too late to atone for the past and, by vigorous efforts, to correct the error of '97. The JOURNAL would urge every editor in the state to follow the worthy example of Bonitz, Manning, Daniel, Caldwell and a score of others we might name, and recognize the educational interest of their communities and of the state at large as the chief interest. If they will do this, it will not be long before the opportunity of at least a good elementary education will be within easy reach of every child in the state.

No reception without reaction, no impression without correlative expansion,—this is the great maxim which the teacher ought never to forget. An impression which simply flows in at the pupil's eyes and ears, and in no way modifies the active life, is an impression gone to waste. It is physiologically incomplete. It leaves no point behind it in the way of capacity acquired. Even as mere impression it fails to produce its proper effect upon the memory; for, to remain fully amongst the acquisitions of this latter faculty, it must be wrought into the whole cycle of our operations. Its motor consequences are what *clinch* it. * * The most durable impressions, in fact, are those on account of which we speak or act, or else are inwardly convulsed.

" Who said November's face was grim?
Who said her voice was harsh and sad?
I heard her sing in woodpaths dim,
I met her on the shore, so glad,
So smiling, I could kiss her feet!
There never was a mouth so sweet."

The teacher is the school, therefore exercise the greatest care in choosing the person to whom you intrust your child.

IMPORTANT NEW BOOKS

THE BALDWIN PRIMER. 30 Cents.

By MAY KIRK. With colored illustrations.

The lessons have been prepared in accordance with the well-established principles of of mental science and child study, and the more complex notions of language, number, and form have been built up by successive steps from elementary ideas. In teaching words the synthetical and analytical methods are followed simultaneously. Besides reading the book contains lessons in stick laying. paper folding, modeling and songs

THE MOST BEAUTIFUL CHILD PRIMER EVER PUBLISHED, CONTAINING OVER FIFTY MAGNIFICENT COLORED ILLUSTRATIONS

BLAISDELL'S FIRST STEPS WITH AMERICAN AND BRITISH AUTHORS. 90 Cents.

Revised and Enlarged Edition. By ALBERT F. BLAISDELL.

Provides students of a high school grade with a judicious and methodical introduction to the standard English and American texts. Designed to serve as the basis of a regular course of study in English literature. Enough material is furnished for at least one year's work.

DICKENS'S TALE OF TWO CITIES. 50 Cents.

Edited for schools by ELLA B. KIRK. Eclectic School Readings.

This is one of the author's most celebrated works and is well adapted for school and supplementary reading because of its literary merit and the authentic historical information it contains.

Teachers who send price will receive postpaid copies of these valuable books.

AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA PORTLAND, ORE.

GENERAL PROGRAMME

For Southern Educational Association, Memphis, Tenn., December 27, 28 and 29, 1899.

Wednesday, December 27, 2:30 p. m.—Association convenes at Court Street Cumberland Presbyterian Church.

Invocation, Rev. Hugh Spencer Williams.

Music.

Welcome addresses, by Hon. J. J. Williams, mayor; Hon. Morgan C. Fitzpatrick, state superintendent public instruction; Hon. George W. Gordon, superintendent city schools; Wharton S. Jones, president of Memphis Institute.

Responses, by Hon. G. R. Glenn, superintendent public instruction of Georgia; Hon. T. F. McBeath, editor *Florida School Exponent*; Dr. T. R. Sampson, president of Austin College, Sherman, Tex.; S. R. Preston, president Natchez Female College.

Music.

President's address.

Appointment of committees.

7:30 p. m.—General convention at Court Street Cumberland Presbyterian Church.

Invocation.

Music.

Address, Dr. William T. Harris, United States commissioner of education.

Hon. N. C. Dougherty, superintendent of schools, Peoria, Ill., "Fraternal Development in Education."

Dr. John L. Buchanan, president University of Arkansas, "Influences which determine the Trend of Education."

Music.

Dr. William W. Smith, president Randolph-Macon College, "A Moral Curriculum."

B. F. Johnson, Richmond, Va., "The Tripartite Education."

Second Day.

Thursday, December 28, 9:30 a. m.—Meeting at Court Street Cumberland Presbyterian Church.

First Division—Business.

10 a. m.—Dr. George W. Ward, University of Maryland, "Some Educational Problems in Maryland."

Dr. J. C. Jones, University of Mis-

Educational Evolution.

Are you Interested in the Proper Intellectual, Moral, and Physical Training of the Rising Generation?

Johnson's Readers are based on the right principles. A carefully graded series prepared with the co-operation and aid of the ablest and best teachers in the country. Beautifully illustrated and substantially bound, meeting in every respect the requirements of a first-class series of readers.

Lee's Series of Histories make the study of history one of the most attractive and popular in the school-room, the only histories that fully and fairly present the facts in connection with the history of the whole country, by Mrs. Susan Pendleton Lee, of Lexington, Va.

Smithdae's Slant-Writing Books are prepared by a man who has given the best energies of his life to the teaching of writing. These books from every standpoint fully meet the requirements of the hour; high in quality—low in price.

The Thomas Written Spelling Blanks possess the highest elements of success, and greatly aid in enabling pupils to learn to spell correctly. They are a very important adjunct to every school-room.

Southern Literature, Little Lessons in Plant Life, Manual of Bible Morality, Johnson's Physical Culture, Williamson's Lives of Lee, Jackson, and Washington, and other text-books along this line, form an admirable combination, the whole combining a remarkable series of books that have proved eminently satisfactory.

Hart's Grammars combine in two books carefully and logically arranged plans for the thorough mastery of the English language. These books are wonderful in strong, teachable points and striking features that rivet the attention of the pupil.

Carr's Arithmetics are the most carefully graded series published. They possess the happy combination of features that will insure their general use as the standard arithmetics of the rising generation.

PARENTS especially enjoy and appreciate the advantages of their children studying these books. They are so arranged as to prove interesting to the parents, thus bringing them in close and sympathetic touch with the work done in the school-room.

Many other new and valuable text-books in course of preparation. A postal card will give you a wealth of information on the text-book question. Never mind about sending stamp for reply. Address

B. F. JOHNSON PUBLISHING CO.,

901=903=905 East Main St., Richmond, Va.

Agents Wanted for our celebrated school supply specialties and school books including several works **just from the press.** Our **"First Book for Little Folks"** presents in the simplest form the first steps of pupils entering school for the first time. Our **Lakeside Literature Series** consists of *classics* which will cultivate the ear for the music of verse and will stimulate the imagination. **Pollard's Manual** is a teacher's handbook containing the most practical phonic instruction obtainable. **Pollard's Advanced Speller** is the *only* speller which clearly developes the *principles* of syllabication, pronunciation and accent. **The Words of Abraham Lincoln** contains a connected piece of history covering the most important epoch in the history of human freedom.

WESTERN PUBLISHING HOUSE.

CHICAGO.

SCIENCE AND ART OF PENMANSHIP.

A new (1899) and unique **TEXT BOOK** for daily use in Class Recitations in **PENMANSHIP** and cognate subjects in Public Schools. Lessons may be assigned and recited from day to day, as in Orthography, Geography, Physiology, or any of the common school branches. The most practical and useful knowledge for every day life. It is teachable; it tells how; it tells why. Ample suggestions, outlines, tables, models, exercises etc. Over 1,000 questions answered in the text. 250 topics. Ample illustrations. **IT IS WHAT YOU WANT.** Cloth, 256 pages; XI chapters. Adapted to any and all systems of copy books. **$1.00 BRINGS IT.** A postal card brings the Table of contents, etc. Transform your classes and renew the interests of your pupils. Address all orders for this book to

C. W. HENDERSON & SON,

West Cairo, Allen County, Ohio.

TRY IT! MARVELOUS SUCCESS!

BALMER & WEBER MUSIC COUPON SYSTEM

BY SENDING 10 CENTS FOR THIS SET OF NURSERY SONGS.

Ding-Dong-Dell,
Hearing,
Smelling
Tasting,
Touching,

Words and Music Complete.

Also Circular explaining System.

Address the Publishers: **BALMER & WEBER,** ST. LOUIS, MO.

Established 53 consecutive years.

FREE TO TEACHERS!

Your choice of either CRAIG'S QUESTION BOOK or PAGE'S THEORY AND PRACTICE OF TEACHING, the best books ever published for teachors. For particulars write to

CLAUDE J. BELL,

Editor S. W. School Journal,

NASHVILLE, TENN.

souri, "Educational Development in Missouri."

Dr. R. B. Fulton, University of Mississippi, "The Waste of Educational Energy."

Hon. Henry A. Wise, superintendent public instruction, Baltimore, "The Use and Abuse of Text Books."

Dr. J. H. Phillips, superintendent of schools, Birmingham, Ala., "The Common Schools; Their Necessities and Their Demands."

Thursday, December 28, 10 a. m. Second division meets at Memphis High School, Poplar street.

Hon. Alexander Hogg, editor *Texas Pacific Journal*, Dallas, Tex., "The Three Chief Allies of American Citizenship."

Dr. A. S Downing, principal Teachers' Training School, New York, "The Education for the Twentieth Century."

Dr. Charles W. Dabney, University of Tennessee, "The End in Education."

Dr. Frances W. Parker, president Cook County (Ill.) Normal, "Education Into Citizenship."

Dr. J. H. Dillard, Tulane University, New Orleans, "Standard of Admission Into Professional Institutions in the South."

Thursday, December 28, 2:30 p. m.—First division at Court Street Cumberland Presbyterian Church.

Miss Jenny M. Higbee, principal Higbee School, "Character: A Study in Correlation—The Teachers, the Parent, the Pupil."

President James K. Powers, University of Alabama, "From the Primary School to the University."

Dr. C. A. Smith, University of Louisiana, "English in the Secondary Schools."

Superintendent J. H. Hinemon, Pine Pluff, Ark , Public Schools, "The Superintendent; His Duties and His Powers."

Miss Emma B Browne, Memphis High School, "Stumbling Stones in Grammar."

Mrs. S. B. Anderson, President Nineteenth Century Club, Memphis, "Influence of Women's Clubs in Education.'

Thursday, December 28, 2:30 p. m.—Second division meets at Memphis High School, Poplar Street.

Gen. J. B. Heiskell, Memphis, "English Spelling."

J. C. Woodward, superintendent schools, Newman, Ga., "Bridging the Gulf Between the Home and the School.

A. H. Pardue, professor of geology, University of Arkansas, "Demands upon University Curricula."

Gen. George W. Gordon, superintendent Memphis Schools, "The English vs. the Roman Pronunciation of Latin."

Dr. J. H. Raymond, University of West Virginia, "Voluntary vs. Prescribed Studies."

President B. B. Jones, Lexington Business College, "The Business College as It Should Be."

Thursday, December 28, 7:30 p. m.—General convention at Court Street Cumberland Presbyterian Church.

Invocation.

Music.

Dr. J. L. M. Curry, "Educational Development in the South."

Miss Celestia M. Parrish, Randolph-Macon College, "Psychology of Childhood."

OUR MAGNIFICENT COMBINATION OFFER:

For **$1.50**, if sent before December 20, 1899, we will send THE NORTH CAROLINA JOURNAL OF EDUCATION for one year, The Richmond Twice-a-Week Times, for one year, The American Queen for one year, and The Farm Journal for one year, and will, in addition, send, postpaid, ABSOLUTELY FREE OF CHARGE, the four complete volumes of Marion Harland's "Bits of Common Sense" series, containing her latest and best works on thirty-six subjects of intense interest to all women. Volume I.—Health Topics. Volume II.—Home Topics. Volume III.—Household Management. Volume IV.—Cooking Hints.

THE BOOKS are beautifully printed on fine white laid paper from new, clear type, especially selected for this edition. The binding is strong and substantial, with handsome illustrated paper covers. The series is published under the authority of Marion Harland, and protected by copyrights in the United States and Europe.

The papers and books will be sent to the same address or to different addresses, but all the four volumes of the books must go to one address.

This is an unsurpassed opportunity to secure these four excellent papers and the four books for less than the cost of printing and mailing them.

The offer is good for new subscribers or renewals. Cash must accompany order. Address,

NORTH CAROLINA JOURNAL OF EDUCATION,
GREENSBORO, N. C.

The North Carolina Journal of Education

HAS FOR SALE,

at a small reduction, the following articles, all new and unused:

1 Densmore Typewriter, ball bearing.

1 Munson Typewriter, No 2. Steel typewheel. Interchangeable, universal keyboard.

1 "New Century" Caligraph Typewriter.

1 Blickensderfer Typewriter.

1 American Typewriter.

1 Set of The American Educator, latest edition. This is offered at a price which makes it a great bargain.

1 Webster's International Dictionary. Patent Index.

Teachers and schools wanting any of these articles may save money by writing us.

Address, **North Carolina Journal of Education,**
Greensboro, N. C.

In dealing with advertisers please mention the North Carolina Journal of Education.

Music.

Dr. E. C. Branson, Georgia State Normal, "Education and Crime."

Superintendent J. M. McCallie, Henderson, Ky., Public Schools, "The Public Schools in the Northwest."

Third Day.

Friday, December 29, 9:30 a. m.—General convention at Court Street Cumberland Presbyterian Church.

Business meeting.

Reports of committees.

Election of officers.

10 a. m.—First division, Court Street Cumberland Presbyterian Church.

Dr. J. H. Kirkland, Vanderbilt University, "The State in Reference to Higher Education."

Hon. John W. Abercrombie, superintendent public instruction, Alabama, "Education in the Old and in the New South."

Dr. E. A. Alderman, president University of North Carolina, "Opportunities for Southern Youth."

Superintendent J. G. Wooten, Paris, Tex., "Industrial Education in Public Schools."

Friday, December 29, 10 a. m.—Second division, meets at Memphis High School, Poplar Street.

Hon. S. G. Gilbreath, University of Nashville, "School Hygiene.

E. L. Spencer, principal New Orleans High School, "Secondary Education in the South."

Mrs. Electra Semmes Colston, Girls' High School, Mobile, Ala., "Public School Education of Girls. What it Should Be."

Hon. A. A. Hincannon, president State Industrial College, Columbus, Miss., "The Industrial Feature in Female Education."

President J. D. Blanton, Ward's Seminary, Nashville, "Female Education, Past and Present; What it is and What it Should Be."

Friday, December 29, 2:30 p. m.—General convention at Court Street Cumberland Presbyterian Church.

Hon. H. L. Whitfield, superintendent public instruction, Mississippi, "School Directors, Their Weakness and Their Strength."

C. F. THOMAS,
Job Printer,
GREENSBORO, N. C.

School and Commercial Work a Specialty.

School Catalogues in best style.
Prices as low as consistent with good work.

The Journal is a specimen of our work.

Greensboro Nurseries,

GREENSBORO, N. C.

FOR ALL KINDS OF

FRUIT, SHADE and ORNAMENTAL TREES,

Vines and Plants.

JOHN A. YOUNG, Proprietor.

Beautiful Shade Trees.

We have to offer for fall '99 and spring 1900 an unusually fine lot of Shade Trees, especially the beautiful

Silver Leaf Maple and the Carolina and Lombardy Poplars,

in three sizes, 6 to 8 ft., 8 to 10 ft., and 10 to 12 ft high. All young, thrifty stock, smooth and straight—the kind that grow off promptly and live well. No old, rough, trees. Write to us about Shade Trees you contemplate planting. Order early. If it is

Fruit Trees

you want, write for our free 60 page Illustrated Catalogue, and 40 page pamplet on "How to Plant and Cultivate an Orchard."
Address Promptly

J. VAN LINDLEY NURSERY CO.,
POMONA, N. C.

Southern Railway

THE . . .
STANDARD RAILWAY OF THE SOUTH

The Direct Line to All Points.

TEXAS,
CALIFORNIA,
FLORIDA,
CUBA AND
PORTO RICO.

STRICTLY FIRST-CLASS Equipment on all Through and Local Trains; Pullman Palace Sleeping Cars on all Night Trains; Fast and Safe Schedules.

Travel by the Southern and you are assured a Safe, Comfortable and Expeditious Journey. . . .

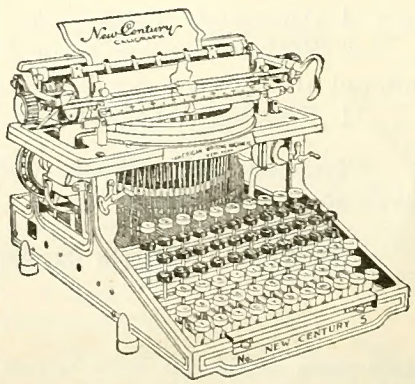
APPLY TO TICKET AGENTS FOR TIME TABLES, RATES AND GENERAL INFORMATION, OR ADDRESS

R. L. VERNON, T.P A., Charlotte, N. C.
F. P. DARBY, C. P. & T.A., Asheville, N. C

No trouble to Answer Questions.

Frank S. Gannon, J. M. Culp, W. A. Turk,
3d V. P. & Gen. Man. Traf. Man. G. P. A.
WASHINGTON, D. C,

The "New Century" Caligraph



represents the highest point in typewriter quality and equipment.

Its touch is incomparably easy and elastic. Perfect alignment is permanently secured by correct mechanical conditions. Unsightly ups and downs in manifolding are entirely obviated and any number of manifold copies can be easily inserted. The action throughout is so nicely balanced that the noise of operation is reduced to the minimum. The ribbon movement is automatic.

Everett Waddey Co.
Dealers for Virginia and North Carolina,
1105 East Main Street,
RICHMOND, - - VIRGINIA.

In dealing with advertisers please mention the North Carolina Journal of Education.

Dr. Charles D. McIver, president Normal and Industrial College, Greensboro, N. C., "The Education of the Southern White Woman."

J. C. Hardy, superintendent schools Jackson, Miss., "How to Improve Our Rural Schools."

Dr. E. T. Bynum, University of Arkansas, "Modern Language as Essentials in American Education."

Francis E. Cook, Wayman Crow School, St. Louis, "Secondary Schools as to Practical Education."

Induction of officers.

Benediction.

Reduced rates to the convention will be given by hotels and railroads.

Officers and Committees.

OFFICERS OF THE ASSOCIATION:–President, Junius Jordan, Fayetteville, Ark.; Vice-President, George J. Ramsay, Clinton, La.; Secretary, P. P. Claxton, Greensboro, N. C.; Treasurer, Jno. D. Yerby, Mobile, Ala.

EXECUTIVE COMMITTEE:--Alabama, J. W. Abercrombie, Montgomery; Arkansas. J. J. Doyne, Little Rock; Florida, W. L. Floyd, Gainesville; Georgia, G. R. Glenn, Atlanta; Kentucky, J. M. McCallie, Henderson; Louisiana, J. V. Calhoun, Baton Rouge; Mississippi, W. L. Whitefield, Jackson; Maryland, Henry A. Wise, Baltimore; Missouri, R. H. Jesse, Columbia; North Carolina, W. L. Poteat, Wake Forest; South Carolina, D. B. Johnson, Rock Hill; Tennessee, Frank M. Smith, Nashville; Texas, T. R. Sampson, Sherman; Virginia, J W. Southall, Richmond; West Virginia, J. H. Raymond, Morgantown; Arizona. J. F. Dabbs, Tuscon.

STATE MANAGERS:—Alabama, J. H. Phillips, Birmingham; Arkansas, J. H. Hinemon, Pine Bluff; Florida, Tom F. McBeath, Jacksonville; Georgia, G. G. Bond, Athens; Kentucky, B. B. Jones, Lexington; Louisiana, Warren Easton, New Orleans; Maryland, G. W. Ward, Westminster; Mississippi, J. C. Hardy, Jackson; Missouri, J. Fairbanks, Springfield; North Carolina, G. A. Grimeley, Greensboro; South Carolina, J. J. McMahan, Columbia; Tennessee, Morgan G. Fitzpatrick, Nashville; Texas, Alexander Hogg, Dallas; Virginia, Harris Harte, Roanoke; West Virginia, W. H. Gallup, Morgantown.

DIVISIONS:—Elementary Education, Miss Celestia M. Parrish, chairman; Secondary Education, J. H. Hinemon, chairman; Industrial Education, D. B. Johnson, chairman; College and University Education, Wm. W. Smith, chairman; Normal School Training, P. P. Claxton, chairman.

LOCAL COMMITTEES.--General Executive Committee, George W. Gordon, chairman; Hotels and Accommodations, F. B. Hunter, chairman; Transportation, Wharton S. Jones, chairman; Entertainment, Miss Jenny M. Higbee, chairman; Reception, Nicholas M. Williams, chairman; Membership, E. S. Werts, chairman; Music, Miss Martha Trudeau, chairman; Special Arrangements, Miss Lida G. Thomas, chairman; Badges, Mrs. Lyde P. Thomas, chairman; Press and Printing, Israel H. Peres, chairman; H. N. Roberton, general secretary.

ARE YOU SATISFIED WITH YOUR PRESENT INCOME?

If you are earning less than $75.00 per month and appreciate an independent position at which you can earn $150.00 and expenses per month (and many of our active men make more) you should communicate with us immediately.

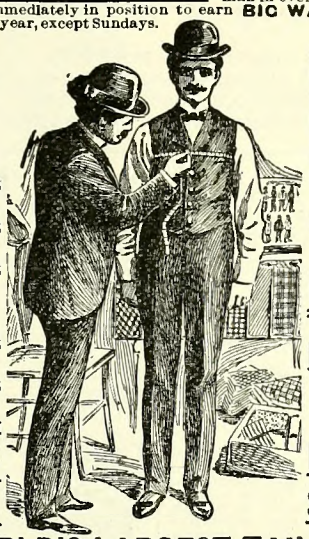
IT COSTS YOU NOTHING TO WRITE US AND LEARN OF THE EXCEPTIONAL OPPORTUNITY WE OFFER TO THE RIGHT MAN.

WE WANT MEN EVERYWHERE. We want an active, industrious, reliable salesman in every town. We furnish **FREE OF CHARGE** everything required to place you immediately in position to earn **BIG WAGES** at high grade employment and keep you busy every day in the year, except Sundays.

Men in Every Walk of Life

AGENTS OF SUNDRY ARTICLES
INSURANCE AGENTS
BOOK CANVASSERS
NURSERY STOCK AGENTS
FARM MACHINERY AGENTS
Clerks in General Stores
FACTORY FOREMEN
MERCHANTS
TRAVELING SALESMEN
SCHOOL TEACHERS, MINISTERS
AND MEN WHO HAVE HAD
NO PREVIOUS EXPERIENCE

ARE ON OUR LISTS OF SUCCESSFUL AGENTS.



NO MONEY
NO CAPITAL
NO EXPERIENCE
NO EXPENSE
NO INVESTMENT
NO RISK
NO COMMISSION PLAN
NO HOUSE-TO-HOUSE CANVASS

NO COMPETITION

NO MORE TIME and attention than you would put in to make a living at anything, will make for you

NO LESS THAN $5.00 A DAY SURE.

WE ARE THE WORLD'S LARGEST TAILORS. We buy our cloth direct from the LARGEST AMERICAN AND EUROPEAN MILLS. We control the entire output of several of these mills. We own our materials at the lowest possible cost, and operate the most extensive and economic tailoring plant in existence, and cut to measure and make to order **Suits and Overcoats from $5.00 to $15.00** (mostly $5.00 to $10.00). **Pants from $1.50 to $5.00. Fancy Vests from $2.00 up.** The days of ready-made clothing are numbered. **AT THESE PRICES** everyone will prefer to have his garments cut to his measure and made to his order. **NO DIFFICULTY IN GETTING ORDERS.**

OUR PLAN. If your references are satisfactory we start you out at once. We furnish you **FREE** a complete **AGENTS' SAMPLE BOOK AND OUTFIT.** Our large, handsome, leather-bound Sample Book contains our entire line of **Suitings, Overcoatings, Trouserings and Vestings;** full instructions for taking measurements (which you can learn in 5 minutes from the large photographic illustrations in the book), **colored lithographed fashion plates,** full description of the material underneath each sample, and prices left blank for you to fill in, fixing your profit to suit yourself. This Sample Book is put up in a **Fine Canvas Carrying Case,** which also contains **Tape Measure, Order Blanks, Business Cards, Stationery, Advertising Matter and Agents' Guide and Instruction Book, with Net Confidential Price List,** also complete **"Salesman's Talk."** Our instructions are so plain, our suggestions to the salesman so thorough that anyone can immediately make a success of the work. **You require nothing.** Just take the orders, send them to us, we make the garments promptly and send them by express C. O. D., subject to examination, and if not perfectly satisfactory they can be returned to us at our expense. Neither the agent nor his customer assumes the slightest risk. **We take all the chances of the transaction.** We either ship direct to your customers, collecting your full selling price and send you weekly check for all your profit; or, if you prefer, we ship direct to you at your net confidential price, allowing you to make your own collections. **You can add a liberal profit to your confidential price.**

NEARLY ALL OUR MEN MAKE $40.00 EVERY WEEK IN THE YEAR.

THE OUTFIT IS ABSOLUTELY FREE. We make no charge for our complete Agent's Sample Book and Outfit, but in order to protect ourselves against many who might impose on us by sending for the outfit (which costs us between $5.00 and $6.00), with no intention of working, but merely out of idle curiosity, we require each applicant to fill out the blank lines below, giving references, and further agree to pay a **temporary deposit of One Dollar and express charges** for the outfit when received, if found exactly as represented and really **a big money maker.** While this nominal deposit of **$1.00** for the outfit is not one-fifth of its cost it insures the good faith of applicants, **and we promptly refund your $1.00 as soon as your sales amount to $25.00,** which amount you can take the first day out.

AMERICAN WOOLEN MILLS CO.

REFERENCES: Corn Exchange National Bank, Any Express or Railroad Company, Any business man or resident } **OF CHICAGO.**

Fill out the following lines carefully, sign your name, cut out and send to us, and the outfit will be sent you at once.

AMERICAN WOOLEN MILLS CO., West Side Enterprise Building, **CHICAGO, ILL.**

GENTLEMEN:—Please send me by express, C. O. D., subject to examination, your Sample Book and Complete Salesman's Outfit, as described above. I agree to examine it at the express office and if found exactly as represented and I feel I can make good big wages taking orders for you, I agree to pay the express agent, as a guarantee of good faith, and to show I mean business (merely as a temporary deposit), **One Dollar and express charges,** with the understanding that the One Dollar is to be refunded to me as soon as my sales have amounted to $25.00. If not found as represented and I am not perfectly satisfied I shall not take the outfit or pay one cent.

..... Sign your name on above line.

..... Name of Postoffice, County and State on above line.

Your age.....

Married or single.....

Address your letters plainly to

..... **On above two lines give as references, names of two men over 21 years of age who have known you one year or longer.**

..... In above line give name of your nearest express office.

AMERICAN WOOLEN MILLS CO., West Side Enterprise Bldg., **CHICAGO, ILL.**

(American Woolen Mills Co. are perfectly responsible, we know them personally.—Editor.)

Greatest Combination Offers Ever Made.

I. For $1.30 I will send you the CAROLINA TEACHERS' JOURNAL, the NORTH CAROLINA JOURNAL OF EDUCATION, and any of the following dollar periodicals:—The Teacher's Institute, the Teachers' World, Pathfinder, Modern Methods, Primary Teacher, Primary Education, Popular Educator, School and Home.

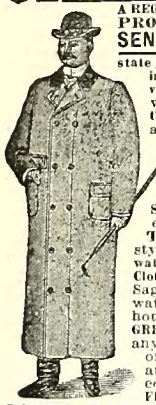
II. For $2.10 The above two Journals and any two of the above-mentioned dollar Journals or the New York School Journal, or the Youth's Companion (strictly new).

III. For $1.75 The above two Journals, The Normal Instructor, and either the Cosmopolitan or Ladies' Home Journal.

IV. For $1.00 The above two Journals and the Normal Instructor.

These offers limited to subscribers to the **North Carolina Journal of Education.** They will not be repeated. Begin the year 1900 with the best educational reading. Here is your chance. Order at once, and send money by registered letter, postal or express money order (local checks and stamps will not be taken). Order of **J. FRANK FOOSHE**, Editor Carolina Teachers' Journal, Winsboro, S. C. These offers expire January 10th.

$2.75 BOX RAIN COAT



A REGULAR $5.00 WATERPROOF MACKINTOSH for $2.75 SEND NO MONEY. Cut this ad. out and send to us, state your height and weight, state number of inches around body at breast, taken over vest under coat, close up under arms, and we will send you this coat by express C.O.D., subject to examination. Examine and try it on at your nearest express office, and if found exactly as represented and the most wonderful value you ever saw or heard of, and equal to any coat you can buy for $5.00, pay the express agent our SPECIAL OFFER PRICE, $2.75, and express charges.

THIS MACKINTOSH is latest 1900 style, easy fitting, made from heavy waterproof, tan color, genuine Davis Covert Cloth; full length, double breasted, Sager velvet collar, fancy plaid lining, waterproof sewed seams. Suitable for both Rain or Overcoat, and guaranteed GREATEST VALUE ever offered by us or any other house. For Free Cloth Samples of Men's Mackintoshes up to $5.00, and Made-to-Measure Suits and Overcoats at from $5.00 to $10.00, write for FREE SAMPLE BOOK No. 90E. Address,

SEARS, ROEBUCK & Co. (Inc.) CHICAGO.

(Sears, Roebuck & Co. are thoroughly reliable.—Editor.)

ONLY $2.75



SEND NO MONEY. Cut this ad. out, and send to us, state your weight and height, also number of inches around body at bust and neck, and we will send this BEAUTIFUL FUR TRIMMED BEAVER CLOTH CAPE to you by express, C.O.D., subject to examination. You can examine and try it on at your nearest express office and if found perfectly satisfactory, exactly as represented and the most wonderful value you ever saw or heard of, pay the express agent our special offer price $2.75, and express charges. Express charges will average 40 to 60 cents for each 1,000 miles. THIS CAPE IS LATEST STYLE FOR FALL and WINTER, made from an extra fine and heavy all wool black or blue genuine Raritan Beaver cloth, 27 inches long, very full sweep, 13-inch upper cape, extra full. Upper cape and large storm collar, beautifully trimmed with black Baltic seal fur; upper cape trimmed with three rows and collar with two rows of fine mohair braid; cloth button ornaments. This cape is fine tailor made throughout and equal to capes that sell at more than double the price. Write for free Cloak Catalogue.

SEARS, ROEBUCK & CO., CHICAGO

(Sears, Roebuck & Co. are thoroughly reliable—Editor.)

SEND NO MONEY

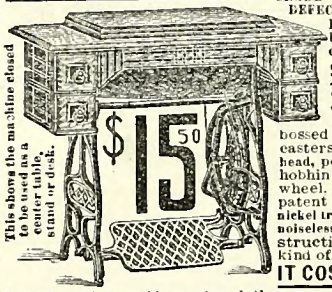
WITH YOUR ORDER, cut this ad. out and send to us and we will send you OUR HIGH GRADE DROP CABINET BURDICK SEWING MACHINE by freight, C. O. D. subject to examination. You can examine it at your nearest freight depot and if found perfectly satisfactory, exactly as represented, equal to machines others sell as high as $60.00, and THE GREATEST BARGAIN YOU EVER HEARD OF, pay your freight agent our Special Offer Price $15.50 and freight charges. Machine weighs 120 pounds and the freight will average 75 cents for each 500 miles. GIVE IT THREE MONTHS' TRIAL in your own home, and we will return your $15.50 any day you are not satisfied. We sell different makes and grades of Sewing Machines at $8.50, $10.00, $11.00, $12.00 and up, all fully described in our Free Sewing Machine Catalogue, but $15.50 for this DROP DESK CABINET BURDICK is the greatest value ever offered by any house.



This illustration shows the machine open, ready for use.

BEWARE OF IMITATIONS by unknown concerns who copy our advertisements, offering unknown machines under various names, with various inducements. Write some friend in Chicago and learn who are reliable and who are not.

THE BURDICK has every MODERN IMPROVEMENT, EVERY GOOD POINT OF EVERY HIGH GRADE MACHINE MADE, WITH THE DEFECTS OF NONE. Made by the best makers in America, from the best material money can buy.



This shows the machine closed to be used as a center table, stand or desk.

SOLID QUARTER SAWED OAK DROP DESK CABINET, piano polished. One illustration shows machine closed (head dropping from sight) to be used as a center table, stand or desk, the other open with full length table and head in place for sewing. 4 fancy drawers, latest 1899 skeleton frame, carved, paneled, embossed and decorated cabinet finish, finest nickel drawer pulls, rests on four casters, adjustable treadle, genuine Smyth iron stand. Finest large High Arm head, positive four motion feed, self threading vibrating shuttle, automatic bobbin winder, adjustable bearings, patent tension liberator, improved loose wheel, adjustable pressure foot, improved shuttle carrier, patent needle bar, patent dress guard, head is handsomely decorated and ornamented and beautifully nickel trimmed. GUARANTEED the lightest running, most durable and nearest noiseless machine made. Every known attachment is furnished and our Free Instruction Book tells just how anyone can run it and do either plain or any kind of fancy work. A 20-Years' Binding Guarantee is sent with every machine.

IT COSTS YOU NOTHING to see and examine this machine, compare it with those your storekeeper sells at $40.00 to $60.00, and then if convinced that you are saving $25.00 to $40.00, pay your freight agent the $15.50. WE TO RETURN YOUR $15.50 if at any time within three months you say you are not satisfied. ORDER TO-DAY. DON'T DELAY. (Sears, Roebuck & Co. are thoroughly reliable.—Editor.)

Address, **SEARS, ROEBUCK & CO. (Inc.) Chicago, Ill.**

...GUARANTEED... BEST AUTOMATIC SELF EJECTING SINGLE BREECH LOADER MADE.

SEND ONE DOLLAR CUT THIS AD OUT and send to us and we will send this New Automatic Ejector Single Barrel Breech Loading Shotgun to you by express, C. O. D., subject to examination. You can examine it at your express office and if found perfectly satisfactory, the handsomest Automatic Ejector Shotgun you ever saw and the grandest BARGAIN you ever heard of, pay the express agent OUR SPECIAL PRICE,

OUR PRICE $6.75



AND EXPRESS CHARGES, LESS THE $1.00 SENT WITH ORDER.

This is the latest and best patent Automatic Ejector Single Barrel Breech Loading Shotgun on the Market. Try it 30 days and if you don't find it as strong a shooter, as long range killer, that it equals in target, penetration, durability and strength any gun made, regardless of price, YOU CAN RETURN IT TO US AT OUR EXPENSE AND WE WILL RETURN YOUR MONEY.

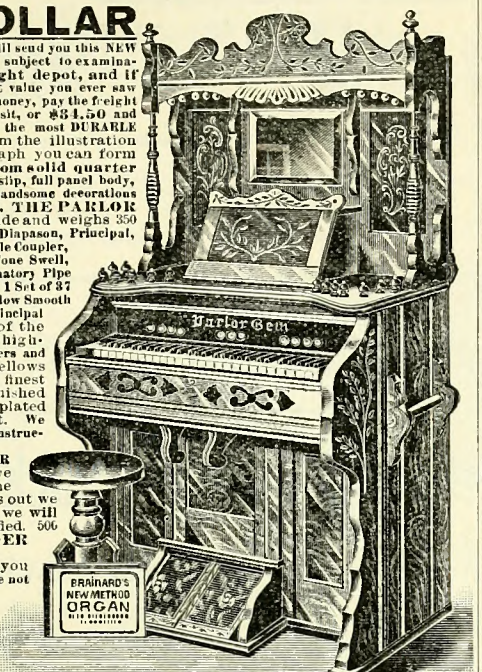
MADE BY THE NEW YORK ARMS CO. from very fine material, finest rolled and blued steel barrels, full choke bored to shoot close and hard for very long range, detachable barrel, fancy walnut stock, pistol grip, fancy butt, rebounding lock, top snap break, frame and trigger guard are case hardened and AUTOMATIC EJECTOR of the latest type, by which the shell is thrown clear from the beautifully finished gun when you break the gun 12 or 16-gauge.

OUR SPECIAL $6.75 PRICE is made possible by reason of buying these guns in immense quantities and offering them direct on our one small profit plan. WRITE FOR FREE GUN CATALOGUE. Address,

SEARS, ROEBUCK & CO. (Inc.), CHICAGO, ILL

SEND US ONE DOLLAR

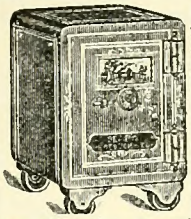
Cut this ad. out and send to us with $1.00, and we will send you this NEW IMPROVED PARLOR GEM ORGAN, by freight C. O. D., subject to examination. You can examine it at your nearest freight depot, and if you find it exactly as represented, the greatest value you ever saw and far better than organs advertised by others at more money, pay the freight agent OUR PRICE $35.50, less the $1.00 deposit, or $34.50 and freight charges. THE PARLOR GEM is one of the most DURABLE AND SWEETEST TONED instruments ever made. From the illustration shown, which is engraved direct from a photograph you can form some idea of its beautiful appearance. Made from solid quarter sawed oak or walnut as desired, perforated key slip, full panel body, beautiful marquetry design panels and many other handsome decorations and ornaments, making it the VERY LATEST STYLE. THE PARLOR GEM is 6 feet high, 42 inches long, 23 inches wide and weighs 350 pounds. Contains 5 octaves, 11 stops, as follows: Diapason, Principal, Dulciana, Melodia, Celeste, Cremona, Bass Coupler, Treble Coupler, Diapason Forte and Vox Humana; 2 Octave Couplers, 1 Tone Swell, 1 Grand Organ Swell, 4 Sets of Orchestral Toned Resonatory Pipe Quality Reeds, 1 Set of 37 Pure Sweet Melodia Reeds, 1 Set of 37 Charmingly Brilliant Celeste Reeds, 1 Set of 24 Rich Mellow Smooth Diapason Reeds, 1 Set of Pleasing Soft Melodious Principal Reeds. THE PARLOR GEM action consists of the Celebrated Newell Reeds, which are only used in the highest grade instruments; fitted with Hammond Couplers and Vox Humana, also best Dolge felts, leathers, etc., bellows of the best rubber cloth, 3-ply bellows stock and finest leather in valves. THE PARLOR GEM is furnished with a 10x14 beveled plate French mirror, nickel plated pedal frames, and every modern improvement. We furnish free a handsome organ stool and the best organ instruction book published.



GUARANTEED 25 YEARS. With every PARLOR GEM ORGAN we issue a written binding 25 year guarantee, by the terms and conditions of which if any part gives out we repair it free of charge. Try it one month and we will refund your money if you are not perfectly satisfied. 506 of these organs will be sold at $35.50. ORDER AT ONCE. DON'T DELAY.

OUR RELIABILITY IS ESTABLISHED If you have not dealt with us ask your neighbor about us, write the publisher of this paper or Metropolitan National Bank, or Corn Nat. Bank, of Chicago; or German Exchange Bank, New York; or any railroad or express company in Chicago. We have a capital of over $700,000.00, occupy entire one of the largest business blocks in Chicago, and employ nearly 2,000 people in our own building. WE SELL ORGANS AT $22.00 and up; PIANOS, $115.00 and up; also everything in musical instruments at lowest wholesale prices. Write for free special organ, piano and musical instrument catalogue. Address, (Sears, Roebuck & Co. are thoroughly reliable.—Editor.)

SEARS, ROEBUCK & CO. (Inc.), Fulton, Desplaines and Wayman Sts., **CHICAGO, ILL.**



ONLY $5.00

SEND US $5.00 as a guarantee of good faith and we will send you any fire proof safe by freight, C. O. D., subject to examination. You can examine it at your freight depot and if you find it the equal of any fire proof combination lock iron and steel safe made and about one-third the price charged by others for the same size and grade, pay your freight agent our special factory price and freight charges, less the $5.00 sent with order; otherwise return it at our expense and we will return your $5.00. 100-lb. combination lock safes for the home, $6.95; 300-lb. office and store safes, $11.95; 500 lbs., $17.95; 700 lbs., $21.95; 1000 lbs., $28.50; 1250 lbs., $38.50; very large double outside and double inside door safes for large business, factory, jewelry or bank, 50 inches high, 2400 lbs., $63.75; 68 inches high, 3000 lbs., $89.75. Freight averages 25 cents per 100 lbs. for 500 miles; for 1000 miles, 40 cents. WRITE FOR FREE SAFE CATALOGUE and special liberal C. O. D. offer.

SEARS, ROEBUCK & CO. Chicago.



$1.98 BUYS A $3.50 SUIT

3,000 CELEBRATED "NEVERWEAROUT" DOUBLE SEAT AND KNEE, REGULAR $3.50 BOYS' TWO-PIECE KNEE PANTS SUITS AT $1.98. A NEW SUIT FREE FOR ANY OF THESE SUITS WHICH OUGHT GIVE SATISFACTORY WEAR. SEND NO MONEY, cut this ad. out and send to us, state age of boy and say whether large or small for age and we will send you the suit by express, C. O. D. subject to examination. You can examine it at your express office and if found perfectly satisfactory and equal to suits sold in your town for $3.50, pay your express agent our Special Offer Price, $1.98, and express charges.

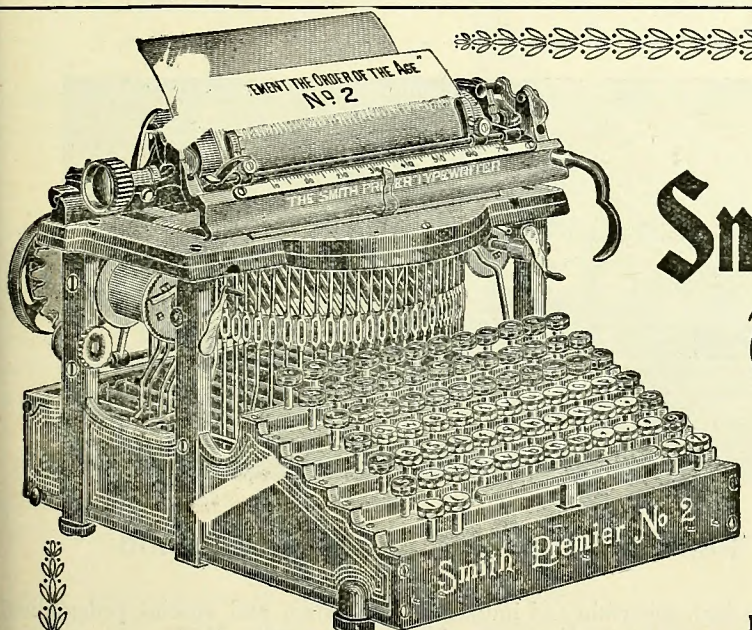
THESE KNEE PANT SUITS are for boys 4 to 15 years of age and are retailed everywhere at $3.50. Made with DOUBLE SEAT and KNEES, latest 1900 style as illustrated, made from a special heavy weight, wear-resisting, all-wool Stanton Cassimere, neat, handsome pattern, fine Italian lining, genuine Grayden interlining, padding, staying and reinforcing, silk and linen sewing, fine tailor made throughout, a suit any boy or parent would be proud of.

FOR FREE CLOTH SAMPLES of Boys' Clothing for boys 4 to 19 YEARS, write for Sample Book No. 95E, contains fashion plates, tape measure and full instructions how to order.

Men's Suits made to order from $5.00 up. Samples sent free on application. Address,

SEARS, ROEBUCK & CO. (Inc.), Chicago, Ill.

(Sears, Roebuck & Co. are thoroughly reliable.—Editor.)



The New No. 2

Smith Premier Typewriter

Superior to All Others
The Smith Premier
excels because of its
Many Practical Improvements

It Has a Perfect Type-Cleaning Device
Ball-Bearing Carriage
Interchangeable Platens
Uniform and Easy Touch
Margin Regulators
Simple, Single Scale

Johns, Gowan & Weathers,

GENERAL DEALERS

Raleigh, - North Carolina

Send for New Art Catalogue

Indian Summer.

These are the days when birds come back,
A very few, a bird or two,
To take a backward look.

These are the days when skies put on
The old, old sophistries of June;
A blue-and-gold mistake.

Oh! fraud that almost cheats the bee,
Almost thy plausibility
Induces my belief;

Till ranks of seed their witness bear,
And softly through the altered air
Hurries a timid leaf!

Oh, sacrament of summer days!
Oh, last communion in the haze!
Permit a child to join;

Thy sacred emblems to partake,
Thy consecrated bread to break,
Taste thine immortal wine.

—Emily Dickinson.

Guilford College.

5 LARGE BUILDINGS.

Total Expenses for year, $133; can be easily reduced to $90.

L. L. HOBBS, President.

For Catalogue address,
GEO. W. WHITE, Treas.,
Guilford College, N. C.

WHERE TO BUY BOOKS.

ALFRED WILLIAMS & CO.,

RALEIGH, N. C.

We furnish books at publishers' prices.
We have the largest stock in the state to fill your orders from.
We give the promptest service. One day from any railroad station.

THE OLD NORTH STATE (music) is again in print and we can fill all orders promptly; 35 cents postpaid. North Carolina Spellers, 25 cents postpaid. North Carolina Speakers, 25 cents postpaid.

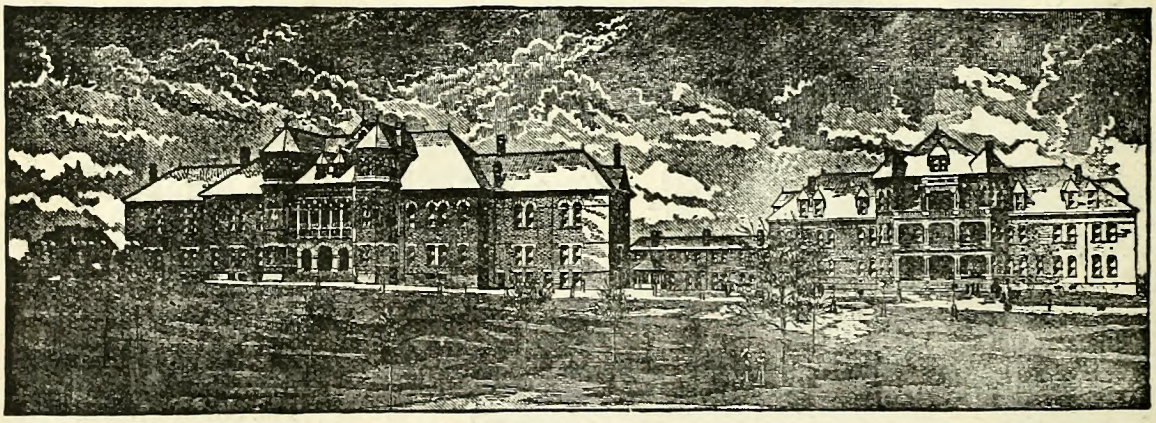
School Desks, Black Boards, Maps,

GLOBES, CHARTS, CRAYON, ERASERS, Etc.

We deal in everything used in the school-room except books. Send for catalogues and quotations on whatever you want.

CHARLES J. PARKER,

RALEIGH, N. C.



The State Normal and Industrial College of North Carolina

Offers to young women thorough literary, classical, scientific and industrial education, and special pedagogical training. Annual expenses, including board, $90 to $130. For non-residents of the state, $150.

Faculty of 30 members, representing in culture and training many of the leading colleges and universities in this country and Europe. 3 departments of work—Normal Department, Commercial Department, Domestic Science Department. Practice and Observation School of 8 grades and more than 200 children under direction of skilful supervising teachers. More than 400 regular students in daily attendance from every section of North Carolina. More than 1600 matriculates during the past six years.

For catalogue or other information, address

PRESIDENT McIVER, GREENSBORO, N. C.

In dealing with advertisers please mention the North Carolina Journal of Education.

State Library

NORTH CAROLINA

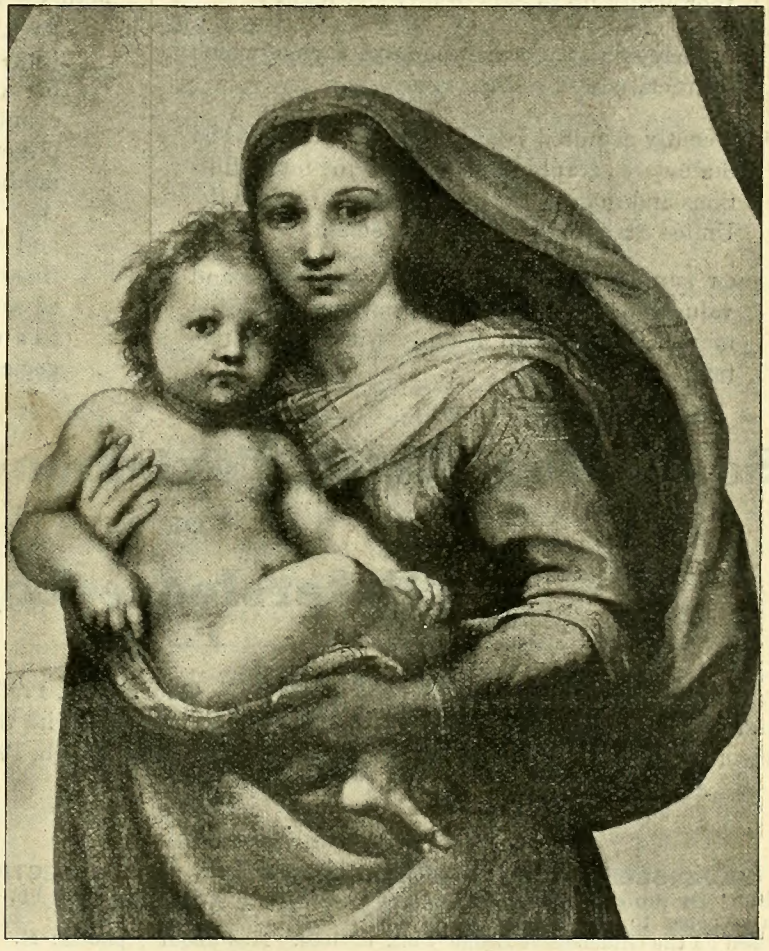
Journal of Education.

VOL. III. GREENSBORO, N. C., DECEMBER, 1899. NUMBER 5.

Greeting.

A happy Christmas to you!
For the Light of Life is born,
And His coming is the sunshine
Of the dark and wintry morn.
The grandest Orient glow must pale,
The loveliest western gleam must fail;
But His great light,
So full, so bright,
Ariseth for thy heart to-day,
His shadow-conquering beams shall never pass away.

A happy Christmas to you!
For the Prince of Peace is come,
And His reign is full of blessings,
Their very crown and sum.
No earthly calm can ever last,
'Tis but the lull before the blast;
But His great peace
Shall still increase
In mighty, all-rejoicing sway;
His kingdom in thy heart can never pass away.



Sing, O ye heavens,
For the Lord hath done it.
Shout, ye lower parts of the earth;
Break forth into singing, ye mountains,
O forest, and every tree therein:
For the Lord hath redeemed Jacob,
And will glorify Himself in Israel.

Behold, the Virgin shall be with child, and shall bring forth a son, and they shall call his name Immanuel, which is, being interpreted, God with us.

And the Government shall be upon His Shoulder; and His name shall be called Wonderful, Counselor, The Mighty God, The Everlasting Father, The Prince of Peace.

He anointed me to preach good tidings to the poor; he hath sent me to proclaim release to the captives, and recovering of sight to the blind, to set at liberty them that are bound, to proclaim the acceptable year of the Lord.

Glory to God in the highest,
And on earth peace
Among men in whom He is well pleased.

The people which sat in darkness
Saw a great light,
And to them which sat in the region and shadow of death,
To them did light spring up.

He shall declare judgment with truth. He shall not fail nor be discouraged, until he set judgment in the earth: far lands wait for his law.

MAURY'S MANUAL OF GEOGRAPHY.

NEW 1899 EDITION.

It is thoroughly up to date in text and maps.

It has a large number of new pictures, each of which instructs as well as illustrates.

The recently acquired Island Regions of the United States are graphically treated in text, illustions and maps. They are presented under the United States and not in supplement.

A new supplement contains much interesting and valuable geographical information, including map of the Samoan Islands with descriptive text.

Maury's ideas and method of teaching geography were, when first introduced, in advance of the times. They are to-day accepted by a large number of thoughtful educators throughout the country as psychologically correct. After a brief presentation of the underlying principles of mathematical, physical and political geography, each section of the earth is treated in detail, and finally, after the pupil has mastered these details, he is led by a carefully constructed series of review studies to look at the earth as a whole—as a unit. This is the true pedagogical method.

Some New Latin Text-Books.

OF THE

Gildersleeve-Lodge Latin Series.

Under the editorial supervision of Basil L. Gildersleeve, Professor of Greek, Johns Hopkins University, and Gonzales Lodge, Professor of Latin, Bryn Mawr College; with the cooperation of Moses S. Slaughter, Professor of Latin, University of Wisconsin, and Thomas Fitz-Hugh, Professor of Latin, University of Texas.

GILDERSLEEVE'S LATIN GRAMMAR, School Edition. By Professors GILDERSLEEVE and LODGE. Prepared in response to the demand for a briefer Latin Grammar based on the Gildersleeve Lodge work of 1894. Has about three-fifths as many pages as the large grammar, and so not abridged to a skeleton. Still suited to serve the average student thoughout his course in school and college. The sectionnumbers are the same as in the larger Grammar. 336 pages. Price, 80 cents.

A FIRST BOOK IN LATIN. By CHARLES W. BAIN, late Head Master of the Sewanee Grammar School in the University of the South, Professor in South Carolina College. Easy Gradation— Well arranged exercises—Short Vocabularies—Practical and stimulating notes—Reading Lessons. Vocabulary. 345 pages. Price, 75 cents.

SELECTIONS FROM OVID. By JAMES N. ANDERSON. M. A., Ph. D., author of "On the Sources of Ovid's Heroides." In two parts: I. Selections from the Metamorphoses: II. From the other works of Ovid. Judicious and helpful commentary. Vocabulary. 268 pages. Price, $1.

CICERO'S ORATIONS. By ROBERT W. TUNSTALL, Principal of Norfolk Academy, Norfolk, Va. Es entially a teacher's and pupil's book, having all the qualities to make it thoroughly "teachable." Various fresh features of helpful stimulating interest 619 pages. Price, $1.20.

LATIN COMPOSITION. By Professors GILDERSLEEVE and LODGE. Designed for use of Freshmen at College or the highest classes of preparatory schools. Has original features of marked interest and value. 192 pages. Price, 75 cents.

UNIVERSITY PUBLISHING CO.,

714 and 716 Canal St., New Orleans. **43-47 East 10th Street, New York.**

North Carolina Journal of Education.

Devoted to Education in North Carolina and the South.

VOLUME III. DECEMBER, 1899. NUMBER 5.

North Carolina Journal of Education.

Entered as Second-Class Matter at the Post Office at Greensboro, North Carolina.

PHILANDER P. CLAXTON,
Professor Pedagogy State Normal and Industrial College,
EDITOR AND MANAGER.

Published monthly at Greensboro, N. C.
SUBSCRIPTION, $1.00; SINGLE NUMBERS, 10 CENTS.
In ordering paper give name, postoffice, county and state.
Remittances should be made by money order, express order or bank draft, payable to North Carolina Journal of Education,
Personal checks should not be sent for sums less than $1.00.
Stamps, one and two cents, taken for $1.00 or less.
Address NORTH CAROLINA JOURNAL OF EDUCATION.
Greensboro, N. C.

A Good New Year's Resolution for the Teacher.

To do all the good I can
In all the ways I can
To all the children I can
Just as long as I can.

Forever our First.

(Suggested by the one hundredth anniversary of Washington's death, Dec. 14.)

First in War—

He breaks the tyrant's chain,
Bears, undaunted, peril, want, and pain,
Trusts in God till freedom's cause is won—
Noble Christian warrior, Washington.

First in Peace—

He guides the ship of state
Safe where sirens sing and whirlpools wait,
Cautious, calm, discreet—Oh! there was none
Fitted for his task as Washington.

First in Freemen's Hearts—

Till end of time
Hero, sage, and patriot sublime,
Idol and ideal of our land—
Truthful, honest, loyal, modest, grand.

FIRST IN WAR—a knight with stainless steel;
FIRST IN PEACE—a chief who sought our weal;
Freedom, Fame and Love enthroned him then
FIRST IN THE HEARTS OF HIS COUNTRRMEN.

—*Robert Lee Madison*

The Holiday Meetings.

The January number of the JOURNAL will contain reports of the proceedings of the meetings of the North Carolina Association of Academies, the Association of City Superintendents, and the Southern Educational Association. A few of the best papers will be printed in full, and the best thoughts from others. If you cannot attend these meetings, the next best thing will be to read the JOURNAL.

The editor greatly regrets that he cannot attend them all, and especially that he must again deny himself the pleasure of meeting with his old comrades in the Association of City Superintendents, but his duties as secretary of the Southern Association require his presence in Memphis at that time.

No educational meetings ever held in this state have been more pleasant or profitable than these annual gatherings of superintendents and principals of city schools. The facts that the membership has never been large, that every member is well known and knows every other member, and that almost all are present at every meeting have tended to lend to these meetings an almost undefinable charm impossible in most gatherings. We believe something of the same spirit is found in the younger association of academy men, and that their enthusiasm for the advancement of the educational interest of the state, and especially for their particular department of work is great. Previous meetings have been very profitable, and the present one will, we feel sure, be no less so.

The city school men will extend the glad hand to their brethern from Newbern, Kinston, Washington, Mt. Olive, Hendersonville, Albemarle, Waynesville, Monroe and other towns that have established schools since their last meeting; and many will have to tell of great improvement in building or equipment and of large increase of funds. At no meeting in its history of fifteen years has the count of improvements and increase been a fourth so large. The brethren will feel like celebrating. The academy men will also have their story of large increase in attendance, and of enlarged quarters rendered necessary thereby.

The only regret connected with it all is in the fact that the county superintendents are not to meet;

for, after all, these are the men in whose hands are the great interests of the state. To the schools under their supervision, and to these alone, go more than four-fifths of the children of the state who go to any school, and the most vital interest of the state must suffer until they are imbued with the same spirit as are their brethren of the city schools and the academies. We believe neither Superintendent Mebane nor the superintendents of the counties are to blame for the failure of an association that seemed destined to accomplish so much good. It must be attributed to the hasty, unwise, defective and unnecessary legislation which rashly attempted to undo, largely for the sake of undoing, that which was better than that which was offered as a substitute. A few years ago errors like this would have been fatal. Fortunately the sentiment for public education has now reached a point where it can survive much unwise doctoring both from friends and foes. Development and growth can no longer be prevented; it can only be checked temporarily and retarded. It is to be hoped that by the close of another year matters may be so adjusted and settled as to permit such a meeting of public school men as the state has never seen.

In the mean time let every North Carolina teacher and school officer who can, attend one of these three meetings, and those who cannot, may get the results at second hand in the JOURNAL.

The Topic Method (?)

Some time ago I was in a school room where a lesson was assigned for the next day. The teacher said to the large class in history, We will use the topic matters at the next recitation; and then he proceeded to assign to the class as a whole some fifteen pages covering a decade of the most important period in the history of the United States —far more than any one child in the class could begin to master; and I wondered how he expected to get through with a topic of that size in thirty minutes. But he then began to apportion it to the different pupils, giving Mary one subdivision of the lesson, John another, Mattie another, etc., requesting each to get up the special portion assigned and be ready "to report on it," and then I wondered how many teachers have the same idea of teaching by the "topic method."

No doubt he had a good recitation the next day, the class as a whole knowing the lesson well, and each fractional part of it saying nicely its fractional part of the lesson. But when the class was disbanded, what pupil knew the lesson? And knowing only a disconnected part, what pupil really knew anything about this part? It was this style of topic method that was used in the famous Sunday-school class from which the boy that God made was absent.

What would a right use of the topic method have required of that teacher? It would have required him, among other things, to assign the whole lesson for a week's work, to break it up into its logical divisions, to assign one or more of these, according to size and difficulty, for each day's work, asking each child to find out about it as much as it could from the text and from carefully assigned references, to discuss thoroughly every day's portion, sifting facts, weighing evidence, and placing every part in its just relation to other parts of this lesson and others, constantly to review in connection with the development of each day's portion the main facts of portions previously studied, carefully grouping the facts and weaving them all together in a web of cause and effect, to sum up the whole in such a way as to enable the pupils to grasp the meaning of it all and to hold the facts in memory through the force of this meaning, and finally, not to let the class go until the *individuals* of the class knew the lesson in its parts and as a whole. For class teaching is useless if it is not also individual teaching.

But thousands of teachers act on the first idea rather than the last.

A Home for Negro Waifs.

It is with great pleasure that we reprint here the following extract from the *Charlotte Observer*. Would that every Southern state might have a dozen such schools, and that all negro children, parentless or worse, that are now receiving their training in idleness, ignorance and vice on our streets until they graduate into the chain gang, the penitentiary, the gallows, or the stake, might be gathered into them, to be made into self-respecting, self-supporting, and wealth-producing citizens. And there is wealth enough and to spare, if proper leaders can be found.

COLUMBIA, S. C., Nov. 30.—A great work for uplifting negro children was inaugurated to-day, when the South Carolina Industrial Home for negro boys and girls was dedicated. This undertaking was started last April by Richard Carroll, a negro Baptist preacher, late chaplain of the Tenth Immunes.

The home is designed to give negro waifs a rudimentary and Christian education; to teach them habits of tidiness in household work, and of thrift in farm work or at the lathe or bench. Tuskeegee, Booker Washington's school, does for the grown negro what Carroll proposes to do for children.

Carroll last spring received a donation from Judge E. H. Little, of Bloomfield, Pa. With this he bought Carpenter Heights, the former homestead of Judge D. A. Carpenter, near this city. In August, while at Northfield Summer School, Carroll received a donation from Mrs. J. Lewis Crozier, of Upland, Pa. With this he bought Albemarle, a tract of 226 acres, adjoining Carpenter Heights.

But 25 children can be accommodated now. There will be four teachers, two of them trained nurses; one sustained by the Woman's Home Mission Society, of Chicago. Several waifs are maintained by Southern white friends. The rooms were furnished by white friends, and wagons, horses, etc, have been donated.

"A twelve year old boy has been sent from Rutherford county to the penitentiary for four years."

And this in a Christian country nineteen hundred years after the birth of Him who came to "seek and to save that which was lost," who said, "Gather up the fragments that nothing be lost," who spoke the parables of the ninety and nine, and of the ten pieces of silver; and no hand in church or state is stretched forth to save this child from being ground to atoms beneath the power of undiscriminating law, and cast, one more wreck, on the great dust heap of broken and lost humanity. It is a shame and a disgrace to the state and to every church and every humanitarian society in it; and no man should feel like looking his fellow man in the face or raising his eyes to heaven until this great damning wrong is righted, and its repetition rendered unnecessary and impossible by the establishment of a well-equipped reform school, and the enactment of a law forbidding any person under eighteen years old being herded with hardened adult criminals. To establish and maintain such school or schools is primarily the business of the state, as is all educational work, but if the state will not, then it is the business of those people of the state who profess to be followers of him who taught us to despair of no man, and uttered a curse severe and eternal upon those who offend and neglect the children. A petition should go to the General Assembly, at its meeting in June, signed by every Christian man and woman, by every person who has in his breast a heart of flesh, asking and demanding the immediate establishment and sufficient equipment of reform schools for children and youths of both races. Most of the states in the Union have such schools. North Carolina cannot afford longer to rest under the stigma of not caring for her most needy children. We may be poor, but we must not waste our children.

At their Asheville Convention the Baptists of North Carolina decided to undertake to raise $100,000 by popular subscription for the endowment of their educational institutions. By the act of the General Conference and the endorsement of the Annual Conferences the Methodists of this State will attempt to raise a sum not less than $150,000 for a similar purpose. Already nearly $15,000 of this has been subscribed. We do not know what other churches expect to raise as a Twentieth Century Fund, but some of them are, we believe, planning as liberally as have the Methodists and Baptists. Should they all succeed in accomplishing what they expect—and let us hope they may succeed far beyond all present expectation—not less than $300,000 would be added to the endowment of the church schools of the state. This will add new life to many of those schools, and give much-needed help to all. Every North Carolinian, whether a member of any church or not, should contribute to some one of these funds. If all would help, the entire amount, which is less than an average of one dollar per capita of the adult male population, could be raised easily and quickly.

The Rocky Mount *Motor*, Rocky Mount, N. C., is agitating the question of local tax for public graded schools for that town. Rocky Mount is an excellent town and is growing rapidly. Progressive in other respects, it cannot afford to be unprogressive in education. For some time the town has had excellent schools, but the public school supported by public taxation will be free to all—which is the only means of universal education. We believe the town had graded schools under the Dortch Bill, and it will probably not be difficult to induce the citizens to vote for their establishment now. The JOURNAL wishes the *Motor* the success it deserves in this campaign, and will gladly welcome Rocky Mount to the company of the rapidly increasing list of North Carolina towns which have determined to lay a sure foundation for future prosperity in the general intelligence of their citizens.

Do not put your will against the will of forty children, but try to put a willing spirit into the forty.

Tuskeegee Institute, of Alabama, has recently received $86,000 for its endowment fund. An Ohio woman gave $25,000 of this. Every dollar invested in this school or in any school of its kind is well invested. The civilization of a race and uplifting it into higher and better living is no easy task, to be performed and ended in a few months or years. It takes generations, but the history of the world and modern psychology show clearly enough the only method by which it can be done. Tuskeegee is doing more for the negro, and indirectly for the white man, than all the lynchings, and all the brutal burnings at the stake. Let us all hope that the work of this school may be duplicated in every state, and schools of this kind be multiplied until their beneficent influence has reached every part of our Southland, inspiring the negro everywhere with nobler ideals and fitting him better for the responsible life of a freeman and the duties of citizenship in a democratic country.

The University of West Virginia began the fall term with 800 students, about three times the entire enrolment for 1895. The elective system is complete. A student may attain the master's degree without Latin or Greek, devoting his entire time to science and modern languages and literatures; there are four sessions a year, beginning the first of October, January, April, and July; a student may attend one, two, three or all of these; a professor is expected to work only three quarters each year; no tuition is charged, and there are ten fellowships of $300 each to be awarded annually. Here are features worth studying and adopting.

A letter from Superintendent C. C. Wright, of Wilkes county, informs us that a county teachers' association was organized at Wilkesboro, November 18th, that steps are being taken to buy books for a teachers' library, and that the educational outlook is good. He also writes that he gets every teacher to subscribe to the JOURNAL or promise to subscribe before he lets him go. Teachers' Assotion, teachers' library and the JOURNAL in the hands of every teacher,—these three are mighty factors for the improvement of the schools and educational sentiment. Next meeting of the Association third Saturday in January.

We omitted to say in the October JOURNAL that the only two prizes won in the educational department of the state Fair were: for best display of maps and charts, won by Wilson Graded Schools; and for best specimens of penmanship, won by a pupil of the Lexington High School. These were both worthy of competition. To make this department of the fair a success, work should begin on it as early as January. The present management should appoint a committee on this department at once, with instructions to begin work immediately.

Do you want a good, accurate map of the United States, 4 feet 11 inches by 7 feet 2 inches, mounted on muslin and attached to rollers for immediate use? If so, write to the Financial Clerk, Department of the Interior, Washington, D. C., enclosing Post Office Order for 80 cents, and this elegant map will be sent you at once. This is a chance you should not miss. Every school can afford a map like this at this price.

Every teacher in North Carolina should send at once to Cornell University Agricultural and Experiment Station, Ithaca, N. Y., for Bulletin 160, "Hints on Rural School Grounds." This bulletin can be had for the asking, and at this price should be in the hands of school directors and committeemen, too.

Every teacher and every child in North Carolina should take an active interest in the movement for the establishment of a National Southern Park and Forest and Game Preserve in Western North Carolina. They can aid by circulating petitions for the signatures of their parents and the citizens of their communities. Send at once to Secretary C. P. Ambler, Asheville, N. C., for blanks, and get the signatures of every person in your district.

Field Flowers.

Every lover of children, Eugene Field, and high art in book-making should send one dollar to the Field Monument Committee, Chicago, for a copy of the Eugene Field Monument Souvenir. This is such a book as usually costs several dollars; but artists lovers of Field have contributed of their work without charge, and the entire proceeds go to the Field monument.

The Atlanta public schools have an appropriation this year of $1,500 for a beginning in manual training.

In the November number of the JOURNAL it was stated that the cause of the sickness at the State Normal and Industrial College had been traced to the defective sewer under the dining room. This was then the opinion of experts. But since that time the analysis of the water in the three wells from which the institution obtained water has been completed, and typhoid germs found in the water from two of them. This points to the water of these wells, from one of which the dining room was supplied, as the probable cause of the sickness. The defective sewer may also have been partly responsible.

The assumption on the part of a few that there has been a disposition anywhere to keep back any information or to shield any one from just blame, is without foundation except in over-hasty imaginations. Everything has been done in the most careful manner, we believe, and all statements have been candid and without reserve; and the students, faculty and directors are deeply grateful for the thoughtful sympathy of the thousands who have manifested their sympathy in every helpful way. A solitary effort to make capital of sorrow and death, by distorting facts and hinting at suspicions like an Iago, only brings into bolder relief the good sense and Christian charity of the great majority.

President McIver has issued a letter stating that before the college is re-opened the wells will be filled and the buildings supplied with water from the city, filtered in the buildings; all bedding will be destroyed and replaced with new bedding; all rooms in every building will be thoroughly disinfected with the most powerful germicides, recalcimined and thoroughly cleansed; the infected earth near the leaking sewer will be removed, and the entire sewerage system carefully inspected, and where necessary, repaired.

All this is taking time, and it is now evident that work cannot be resumed on January 2nd, as was at first intended; but the delay will not be for more than two or three weeks, it is hoped. A large number of old students have signified their intention to return as soon as permitted and many new applications for admission have been made already.

Write to B. F. Johnson Publishing Company, Richmond, Va., for handsome and valuable little brochure on "What Kind of Writing Shall we Teach in the Public Schools, and How Should It be Taught?" It is more than worth the card necessary.

If you will send ten cents to Prof. T. Gilbert Pearson, Guilford College, N. C., he will send you a copy of a catalogue of Birds of Chapel Hill, with brief notes on some of the species, which will be quite helpful in the study of the birds of any part of the state.

The Central Division of the Modern Language Association of America holds its annual meeting at Vanderbilt University, December 27, 28, and 29, with an interesting programme. Prof. C. Alphonso Smith, University of Louisiana, but a North Carolina boy, is president of this division.

Friday, November the seventeenth, will be
Parent's Day
at Montford Avenue School. Your presence
is earnestly requested.
Regular Recitations and Exercises from 9 to 2 p. m.

The above invitation, printed on a neat folder, was send to the parents of children in the Montford Avenue School, Asheville, N. C. The purpose is to let the parents see the school at its regular work. The teachers in these schools have learned that it is well to keep the parents in sympathy with the work of the school.

St. Augustine's School, Raleigh, N. C., has an endowment of $25,000 and land and buildings worth about $70,000. The school received about $7,000 last year.

Accidental teachers, who teach only because they can find nothing else to do, do not attend summer schools and teachers' associations. They do not think it necessary to carry wider views and greater ability into the schools of the town and country. They take no interest in educational literature. They can see no need of training and preparation for their work. Like the frogs of Kioto, they are satisfied with their own narrow views, believing their is nothing fairer or different in the whole world.—*Pres. Dudley.*

The introduction of one new culture is worth more to a nation than all the victories of the most splendid battles of history.—*Thomas Jefferson.*

What I have not yet learned to know at all, I learn more easily than what I have previously begun to learn in the wrong way.—*Roch.*

Methods of Teaching Reading.

What is the essential problem in teaching a child to read? The answer to this other question will help us to the answer: How does reading differ from hearing? One child sits by its teacher or on its father's knee and listens to the story of Little Red Riding Hood; another of the same age sits at its desk or by the fireside and reads the story in the same words. What is the difference between the mental process of the first child and that of the second? What power must the second have that is not necessary for the first? Plainly, it is the power to translate the printed words into spoken words. The eye takes the place of the ear; the second child is listening through the eye. But does the eye take the place of the ear entirely? Does the printed word take the place of the spoken word and represent the idea to the child immediately; or does it represent the spoken word and thus, indirectly, the idea? A little observation will show that for all children, and for the majority of older people, the association is between the spoken word and the idea on the one side, and the spoken word and the printed word on the other. The articulate sound is the word; the combination of printed characterss represent this word and not the idea for which the word stands. Even after we have been long accustomed to reading silently the images of the sounds accompany all our silent reading, just as when writing we think in spoken words, imaging the sounds, rather than in the written forms, and then translate the sound images into their representative written words. As the spoken words are learned first and are used for gaining and expressing thoughts long before the child learns to read or write, so do they persist in this function to the end. Children do not associate directly with the printed words any other ideas than their corresponding spoken words, and any attempt at short cuts by forcing them to do so is mere folly, and can only result in waste of valuable time.

Hence it is readily seen that the essential problem in teaching a child to read consists in teaching him to translate the print into the proper spoken words. By this it is not meant that he should necessarily speak these words aloud. It is only meant that when he looks at the printed words the corresponding spoken words should come into his mind. When this is the case the child with the book follows the story (hears it) about as readily as the one to whom it is told orally.

Teaching reading being thus primarily and chiefly a matter of teaching printed words, the next question for the teacher is, How can these words be most readily and most surely taught? How can the child most quickly gain the power to look at the printed word and recall the spoken word with whatever meaning has been associated with it in his mind?

(By way of parenthesis, it may be said here that the meanings of words, until after children have passed the primary grades, are learned by the actual use of the spoken words in direct association with the ideas themselves, either recalled or freshly impressed by the actual presence of the objects—things, qualities, actions, or relations—themselves. At this stage of his development the child does not increase his vocabulary by reading, by lists of words at the head of lesssons, nor by the use of spelling-book or dictionary.)

Four methods of accomplishing this purpose are, or have been, in more or less common use:

The alphabet method.

The word method.

The sentence method.

The phonic (sound) method.

The alphabet method attempts to give the child the desired power by first teaching it the names of the letters of the alphabet, letting him learn the words by calling over the names of the letters in it; *ce-ay-te, cat; double u-aytch-igh-te-ce-aytch, which.* The chief difficulty with this method is that it has little or no value. The names of the letters usually afford no clue to the pronunciation of the word. Try it on the two words given, or on any word in this article. It is not denied that, because of the strength of their mechanical memory, children do, after a time, learn to put the spoken words *cat, which,* etc., at the end of the series of letter names just as they learn to finish off *me-ne me-ne mi-ne mo* or any other series of sounds. Nor is it denied that, without intending it and without any direct help from the teacher, they do, in the course of time, learn the phonic values of the letters, and so gain the power to make out new words apparently by merely calling over the names of the letters. But it is only apparently.

The word method attempts to teach the child each separate word as a whole by a direct association of the printed form with the idea, as the spoken word was learned, so that the child may recognize the words of its vocabulary at sight and read without hesitation. Spoken words are learned

this way, and all expert readers do recognize known words as a whole, at a glance and without any analysis. Children taught this way read quickly and, frequently, with much expression, familiar sentences, and any sentences composed of familiar words. But if they forget an old word or come to a new one, they can only wait to be told outright what it is or be carried through the laborious process frequently, but falsely, called "developing" the word. After two hundred words have been thus taught the next must be taught in the same way, and the child is unable to make further progress without the constant aid of the teacher. Being unable to read at home without constant help and attention, which most children do not get at home, the child forgets before the close of the summer vacation more than half the words learned the past year, and so the process of "developing" must be repeated, usually with a good deal of scolding, of course more or less good natured.

The sentence method does not deserve serious consideration; for, as a method of teaching reading, it is absurd on its very face. It can only be used to a very limited extent as an introduction to the word method. Some children with a good memory for place may learn a few interesting sentences connected with a picture or something of the kind, and remember the different words by the places they occupy rather than by their forms. So that when they find one of these words in a new sentence they look back over the old sentence and make it out from its place. One can scarcely think without a smile of a child's attempting to read three pages by a process of sentence recognition. Yet there are those who talk as enthusiastically as vaguely about the unity of the sentence and thought, and about teaching reading incidentally in connection with the study of nature and art.

The phonic, or sound, method (I like to call it *sound*, for it is the only method that is sound) first teaches the child to analyze the shorter words in its vocabulary (later all words) into their elementary sounds, teaches it the sounds of the single letters and the more usual combinations, and then shows it how to combine the phonic values of the letters of a word into the spoken word, giving sufficient drill on the several sounds to enable the child readily to recall them and to make out for itself and without the help of the teacher or any one else all words in which the letters and combinations have their usual values. Children taught by this method may, at first, read hesitatingly and with a bit less of expression than those taught by the word method, but they *read;* and in less than five months they have gained a power that those taught in any other way never gain until they have quit that other way and, consciously or unconsciously, read by the sounds of the letters until, by the very frequency of their use, the forms of a large number of words have become so familiar that they are recognized at a glance and without effort. And if the form of a word is forgotten, or a new word is encountered, both of which are constantly happening, the child who knows the form of the letters hesitates a moment, spells out the word by sound and goes on. Another child could only wait for some one to tell him the word or for the teacher to "develop" it. One has gained strength and confidence in laws on which it may almost always depend; the other has only developed weakness and lack of confidence amid the lawless confusion of the ever increasing multitude of printed words in the strange new world of books to which it is introduced. Nor will it suffice to arrange his lessons so that only one new word may occur in a lesson, only two on a page, and these always accompanied by pictures, and the words of all past lessons woven into meaningless stories or disconnected sentences in connection with the new words. The child has a vocabulary of two thousand words, and this number is rapidly increasing, if the child is permitted to be active, and it should not be compelled to swallow down a thousand pages of insipid froth in order to learn to recognize the words of its spoken vocabulary in their printed form.

Most teachers, I suppose, know that German children learn to read by the phonic method; but they will tell you this can be done by German children because of the regularity of their language, but that it will never do for an unphonetic language like the English. Now, the truth is that the English language is practically a phonetic language, there being not more than two hundred irregular words of common use in the child's vocabulary. This is not true for the spelling of the words, but it is true for their pronunciation.

Such words as *one*, *two*, *enough*, *though*, *tough* cannot be made out by the sounds of the letters, and when they occur in the reading lesson the child should be taught them at once, either by the process of the word method, that is simply by telling them and impressing the words on their minds by some suitable device, or, probably better, by associating the word with the name of its letters.

in the series form, as those teachers who teach spelling before reading attempt to do with all words. Nor should nonsense reading matter be made up for the sake of avoiding those words in the early reading lessons. The child will learn them early as easily as later, and the sooner the better. The oftener one of them recurs in its proper connection in the reading lessons the sooner it will be permanetly learned. It is certainly desirable that enough of them be learned before the close of the child's first school year to enable it to read ordinarily easy matter without being constantly brought to a standstill by them. Otherwise, the phonic taught child will have little advantage over the word taught child during its first vacation.

This article is already long, but the reader will permit a few words as to the relative value of the various methods in enabling the child to read interesting matter the first year, and thus use his power to read as a means of education. Experience establishes the truth of what might easily be surmised.

Children taught by the *a b c* method usually read nothing the first year; those taught by the phonic method read the first half of four or five Primers and First Readers and, possibly, all of one Reader in a session of eight or nine months; those taught by the phonic method easily read four or five Readers and one or more good story books the first year, and the second year they read anything in the subject matter of which they may be interested.

Lessons in Fractions.—III.

(All Rights Reserved.)

M. C. S. NOBLE, PROF. PEDAGOGY, UNIVERSITY OF NORTH CAROLINA.

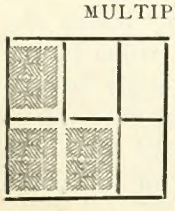
EXERCISES IN ADDITION.

A.

Find by inspection the "same name" or "common denominator" of the fractions in the following and then find the sum, either orally or as a slate exercise.

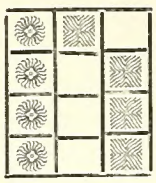
$\frac{1}{3}+\frac{1}{2}+\frac{5}{9}$, $\frac{1}{3}+\frac{1}{5}+\frac{1}{6}$, $\frac{1}{3}+\frac{1}{7}+\frac{1}{6}+\frac{1}{21}$, $\frac{1}{3}+\frac{4}{15}+\frac{7}{45}$, $\frac{2}{3}+\frac{5}{6}+\frac{4}{9}+1\frac{5}{12}$, $\frac{1}{3}+1\frac{2}{11}+\frac{5}{66}$, $\frac{2}{3}+\frac{5}{6}+\frac{4}{9}+1\frac{5}{12}$, $1\frac{4}{12}+\frac{2}{3}+\frac{1}{8}$. $\frac{1}{2}+\frac{1}{4}+\frac{1}{8}$, $1\frac{1}{12}+\frac{5}{6}+\frac{3}{8}+\frac{1}{3}$, $\frac{1}{3}+\frac{1}{9}+\frac{1}{5}$, $\frac{1}{2}+\frac{1}{8}+\frac{1}{3}$, $\frac{1}{3}+\frac{1}{4}+\frac{1}{6}+1\frac{1}{12}$, $\frac{1}{3}+\frac{2}{3}+\frac{5}{6}+\frac{1}{2}$, $\frac{1}{4}+\frac{3}{8}+\frac{5}{6}$.

MULTIPLICATION OF FRACTIONS.—IV.



A.

What part of the square is one vertical row? How much is one-half of one-third? $\frac{1}{2}$ of $\frac{1}{3}$=? One third of the shaded part is what part of the square? $\frac{1}{3}$ of $\frac{1}{2}$=? How much is two-thirds of one-half? $\frac{2}{3}$ of $\frac{1}{2}$=?



B.

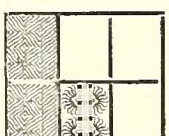
The upper right center piece is what part of the upper horizontal row? It is what part of the square? How much is one-third of one-fourth? $\frac{1}{3}$ of $\frac{1}{4}$=? The upper right corner piece is what part of the vertical row? It is what part of the square? How much is one-fourth of one-third? $\frac{1}{4}$ of $\frac{1}{3}$=? Can you tell me a short way of finding the fractional part of a fraction? Finding the fractional part of a fraction is called the "multiplication of fractions," and "x" is often used instead of "of;" as, $\frac{1}{2}$ of $\frac{1}{3}$ may be written $\frac{1}{2}$ x $\frac{1}{3}$.

EXAMPLES.

$\frac{3}{4}$ of $\frac{5}{6}$=? $\frac{4}{5}$ of $\frac{7}{8}$=? $\frac{1}{6}$ of $\frac{6}{9}$=? $\frac{1}{3}$ of $\frac{1}{4}$ of $\frac{1}{2}$=?
$\frac{2}{3}$ of $\frac{3}{4}$=? $\frac{5}{6}$ of $\frac{1}{7}$=? $\frac{3}{7}$ x $\frac{4}{11}$=? $\frac{1}{2}$ x $\frac{1}{5}$ x $\frac{3}{4}$=?
$\frac{1}{9}$ x $\frac{3}{4}$=? $\frac{2}{5}$ x $\frac{3}{8}$=? $\frac{5}{11}$ x $\frac{8}{9}$=? $\frac{3}{7}$ x $\frac{4}{5}$ x $\frac{1}{2}$=?

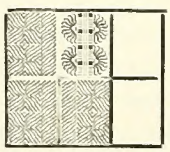
DIVISION OF FRACTIONS.—V.

If "$15\div3$?" means "15 contains how many 3's?" what is the meaning of $21\div7$? $\frac{1}{2}\div\frac{1}{3}$? $\frac{2}{3}\div\frac{1}{2}$? $\frac{2}{3}\div\frac{1}{4}$? $\frac{3}{4}\div\frac{1}{3}$?



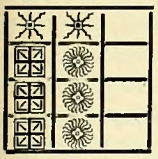
How many halves of this square are shaded? How many vertical rows are shaded? (One and a half vertical rows are shaded.) How many thirds are shaded? (One and a half thirds are shaded.) The shaded half contains how many thirds? (One and a half.) Is this true? $\frac{1}{2}\div\frac{1}{3}=1\frac{1}{2}$.

Each small piece in the shaded half is what part of a vertical row? What part of a third of the square? Does the shaded half contain three halves ($\frac{3}{2}$) of a third of the square? Is this true? $\frac{1}{2}\div\frac{1}{3}=\frac{3}{2}$.



How many vertical rows are shaded? How many thirds are shaded? The upper center piece is what part of one third of the square? The shaded part contains how many halves of the square? Two-thirds contain how many thirds of the square? Is this true? $\frac{2}{3}\div\frac{1}{2}=1\frac{1}{3}$.

Each small piece in the two shaded vertical rows is $\frac{1}{3}$ of one-half of the square. The 4 small pieces are $\frac{4}{3}$ of one-half. Do two-thirds of the square contain $\frac{4}{3}$ of half of the square? Is this true? $\frac{2}{3}\div\frac{1}{2}=\frac{4}{3}$.



What part of the square is the upper horizontal row? Is it larger or smaller than the shaded part in either vertical row? What part of the square then is the shaded part in either of these vertical rows? What part of the square is all of the shaded part? (two fourths.) One of the pieces marked "x" is what part of a horizontal row? It is what part of one fourth of the square? The two pieces marked "x" are what part of one fourth of the square? ($\frac{2}{3}$ of one fourth of the square.) If the shaded part is two fourths, and the pieces marked "x" are $\frac{2}{3}$ of one fourth, how many fourths in the left and center vertical rows? ($2\frac{2}{3}$.) Since these two rows are $\frac{2}{3}$ of the square, how many fourths in $\frac{2}{3}$? ($2\frac{2}{3}$.) Is this true? $\frac{2}{3} \div \frac{1}{4} = 2\frac{2}{3}$.

Since one of the pieces marked "x" is $\frac{1}{3}$ of one fourth of the square, all of the pieces in the left hand vertical rows are $\frac{8}{3}$ of one fourth. Do $\frac{2}{3}$ of the square contain $\frac{8}{3}$ of $\frac{1}{4}$ of the square? Is this true? $\frac{2}{3} \div \frac{1}{4} = \frac{8}{3}$.



How many fourths are shaded? The upper right corner piece is what part of a vertical row? How many vertical rows in the shaded part of the square? ($2\frac{1}{4}$.) How many thirds in the shaded part? ($2\frac{1}{4}$.) Three fourths contain how many thirds? ($2\frac{1}{4}$.) Is this true? $\frac{3}{4} \div \frac{1}{3} = 2\frac{1}{4}$.

If the right corner piece is $\frac{1}{4}$ of a third, the 9 pieces in the shaded part are how many fourths of a third? Is this true? $\frac{3}{4} \div \frac{1}{3} = \frac{9}{4}$.

If the following equations are true, see if you cannot find a "rule" for dividing one fraction by another.

$$\frac{1}{2} \div \frac{1}{3} = \frac{3}{2}.$$
$$\frac{2}{3} \div \frac{1}{2} = \frac{4}{3}.$$
$$\frac{2}{3} \div \frac{1}{4} = \frac{8}{3}.$$
$$\frac{3}{4} \div \frac{1}{3} = \frac{9}{4}.$$

How One Teacher Began.

MISS M. W. HALIBURTON, NORMAL AND INDUSTRIAL COLLEGE, GREENBORO, N C.

A teacher was asked how she began the nature work she had been doing for several years, and which she claimed had been most helpful to her pupils and to herself. She said she found that the work she had done in natural science while at college was of little use to her in her own teaching. It had consisted so largely of memory drill that she had thoroughly disliked it, and it had been forgotten almost as soon as her school days were over. She said she had been teaching sometime before she thought of such work having any place in a primary school room; but upon entering a school whose superintendent required for the primary grades a good deal more than "the three royal R's," she began to think how she was to do this work for which she was so poorly prepared.

She resurrected her old text books in physical geography, botany, physiology, chemistry, physics, geology, and astronomy. She bought a good zoology, not having studied this at school. She found it slow work, reviewing these, but she determined to do it. Chemistry and physics gave her the most trouble.

Feeling that she needed all the "short cuts" she could find she purchased from the American Book Company, for thirty-five cents each, the following Science Primers: Huxley's Introduction to Science, Geikie's Physical Geography, Hooker's Botany, Roscoe's Chemistry, Stewart's Physics, Geikie's Geology, and Lockyer's Astronomy. She found that, while giving the fundamental principles of the science of which it treated, each was written in a style so simple and clear as to make them primers, in fact. She borrowed all she could of those little books known as "Nature Readers," or "Science Readers," *not to put into the hands of the children*, but for her own reading, to help her cover ground as rapidly as possible, since they contained much that she should have learned in childhood, but had not.

She determined to give no lesson on any "far-fetched" object, let its wonders and fascinations be what they might, but to confine herself to such material as could be found within the radius of a mile of where she taught. She infused into the pupils her own interest and enthusiasm by telling them how greatly she wished that she and they could know all about the animals, the plants, the stones and other things around them.

They took as their motto "We'll find out," and she fell into the habit of spending a part of each fine Saturday in taking tramps with those of her pupils who wished to get specimens, and to "find out" things they had been wanting to know. She had spent a good deal of time, though very little money, in preparing to care for such animals and insects as they might wish to keep in the school room for a time. Battery jars, fruit jars, net cov-

ered boxes, pots of soil, etc., had been secured. She had made out as best she could, a plan of the work she thought she could do and the time and order in which she would do it. Sometimes she could do this, at others she found that she must follow the lead of the children, to the extent at least, of studying whatever interested them most for the time being.

If it were a snake the boys had caught she arranged to keep it until she consulted her zoology, not for a fund of information which she might pour into the pupils' minds, but for the purpose of getting for herself a thorough knowledge of the *structure* of the snake, so as to treat intelligently the one they had as a living type of that class of animals. She read all she could find of the life history and habits of snakes, not of those in other countries, but of the snake they had, or others equally common and of similar habits. Thus prepared she led the children to use their eyes by directing their attention to the points she wished them to notice particularly. She led them to use what reasoning power they had by continually comparing this organ or function in the snake with that of some other familiar animal, and by questioning them in a connected manner. Every "how," "why," "where," or "when," was asked with a purpose and was intended to lead to the next point in importance. Nothing was asked which could not be answered by looking at the animal, by recalling past experiences, or by future observation. Anything which they could not find out for themselves and which would interest them, she told them, but she kept in view, as her principal object, the leading of the children to see the perfect adaptation of the animal to its life.

She said she would have blundered oftener than she did had it not been for the work she and the other teachers were doing in Psychology and Child Study under the direction of the superintendent. As it was, she erred frequently, and sometimes grew discouraged.

She found her general knowledge was still inadequate, the children found and brought so many things that required unexpected lessons. She wished to be more ready. She found she was making such slow progress in her regular study of the text books, she needed more "short cuts."

So far the books she had bought for this branch of her work had cost only about five dollars and eighty cents. She had been saving all the money she could for the purpose of adding to these, while trying to determine which would help her most. When she felt she could afford some others she bought Frye's Child and Nature, Newell's Botany, Dana's How to Know Our Common Wild Flowers, Grant's Our Common Birds and How to Know Them, Shaler's First Book in Geology, Eliza Bowen's Astronomy by Observation, and Comstock's Manual of Insects.

To purchase these, particularly the last, she had to deny herself of other things, and found herself pecuniarily unable to add to them for some time—except from the Humboldt Library, which furnishes, for fifteen cents apiece, such valuable scientific works as Tyndall's Forms of Water, Darwin's Formation of Vegetabla Mould, etc.

By using such books as guides and by the constant study of animals, insects, plants, etc., brought by the children or found by herself, she continues the work, though the field is so wide she feels she has, even yet, not much more than begun.

Love the First Principle in Education.

While knowledge and skill may remain forever heartless, the heart that is filled with love will steadily grow in the knowledge and skill that are needed for the achievement of its purpose.

In themselves knowledge and skill are vain, the children of a day; but purpose, attitude, is the first-born of the eternal will. If need be, it will conquer knowledge and create skill in order to gratify the yearnings of the soul. To the heart, then, to attitude, belongs the first place among the requisites for successful work on the part of the kindergartner. I am glad to have an opportunity to make this protest against the pernicious tendency that runs through all the educational work. Everywhere we find this inordinate, Godless worship of scholarship. It would preserve in our elementary schools the fads of spelling and grammar, of courses of study and text-books, of recitation and competition in scholarship, as the highest goal. It would begin the high school with the seventh grade. It would close admission to the divine calling of teaching to all but college men. In short, it would bow in worship to the golden calf of ephemeral, persishable learning, and deny the Living God of Loving Efficiency.

What we called knowledge yesterday is ignorance to-day; what we name knowledge to-day will be ignorance to-morrow. Shall we worship this uncertain, changing thing, or trust ourselves to love, which never dies, which is ever at its best, and which will lead us nearer and nearer to the Truth that makes us free?—*W. L. Hailman, in address before the Kindergarten Department of the N. E. A.*

Speer's Arithmetic.

MISS IRENE McLOUD, ASHEVILLE CITY SCHOOLS.

In every experiment there lurks a danger. It may lie in the material with which we have to deal, it may exist in false premises that arise from lack of thought, or it may spring from awkwardness and unskilfulness in carrying out the plans.

With Mr. Speer himself the experimental stage of his study of arithmetic has passed into a stage of certainty wherein lies satisfaction. To us who are would-be followers there is still danger of failure, for we may not understand and we may not grasp the essential points. Until we have made his idea our own, made it a part of ourselves and added to it our own comprehension from an individual point of view, it is with us in an experimental stage and may result in success or failure.

Speer's aims and methods are clearly set forth in his Lessons in Form and his Arithmetics, both of which are well worth careful reading, even to those who do not hold his ideas of teaching mathematics. When one glances at his first lessons, it is with the feeling that they are too simple for even the six-year-old; and when one turns the leaves hastily to the problems on the last pages, it is to think of the whole book as a foolish bit of romance with no practicability about it.

To the careful reader, however, who thinks as he reads, it is easy enough to see how the child may be led gradually from the general statement, "my cube is bigger than yours," to the accurate knowledge, "from my cube I can cut twenty-seven cubes like yours." It won't be memory work that enables him to say this, it will be an ability to observe correctly and draw accurate inferences from the observation he has made. But this power of accuracy, this ability to see clearly, comes not as a gift to the average child, as any watchful parent or teacher can easily prove. Show a child a line one foot long and ask him to draw one of the same length, and you will see how vague are his ideas of length. You can find many children in the average primary room who will not be able to select the largest solid from a group of solids or the smallest square from a half dozen squares drawn upon the board. We can teach these children to count, they can learn to be quick with their tables, they can become adepts in adding, subtracting, dividing and multiplying; and yet we wonder wherein lies the weakness when they fail to solve the simple problems of arithmetic and algebra. The mechanical part of the work can be done readily, but when you ask the child to think you have gone beyond his power; he has never been taught to image, to compare, to judge, to see, to verify; he has only learned to count.

Speer lays special stress upon securing a clear mental picture, but at the same time he points out the danger of demanding absolute accuracy from the first. I think it was Colonel Parker who made use of the expression "courage of crudity," and it is as happy in its applicability to this beginning of form study and arithmetic as to the examples of art that he so daringly and proudly placed on exhibition at the world's fair. To the uninitiated these specimens were mere daubs, to the primary teacher they meant a glorious reaching out of the child after an expression of both form and color. Ruskin says "the imperative demand for finish is ruinous because it refuses better things than finish."

In the beginning this form work seems almost like play with no hint of seriousness. The children are handling the solids, they are picking out the largest ones, the smallest ones, they are comparing them, and thinking of objects that resemble them in form and size; but all the time they are being led by almost imperceptible degrees to an accurate idea of the two-inch cube in its relation to a square prism that is twice as large, or to a four inch cube, from which they can cut eight two inch cubes.

Every effort is made to avoid forced expression from the children. The aim is for freedom, to lead the child to see the solids in their relation to each other, and, when the mental image is clear, to tell simply and in his own way what he sees. He is learning to observe, to compare, to measure, to form correct judgments, to express himself in words, with scissors, and with crayon, and to see objects in their true relation. He looks at a square prism 6-inches by 2-inches by 2-inches, he tells its name and its size. He passes to the table, and with one inch cubes he builds an equal prism, remembering the dimensions of the one shown to him. A little later he can build one twice as large as the one he is shown, or one-half the size. When he is familiar with the solids and their dimensions, and can think six inches or recognize it when he sees it he is beginning to have in his mind clear ideas of equality and exact ratios. He will not tell you a two-inch cube is twice as large as a one-inch cube; for he has learned to image clearly and to

draw correct conclusions. You need not ask him to repeat over and over until the words are fixed in his memory "from a four inch cube I can cut eight one-inch cubes;" the drill work will be as unnecessary as a drill on the number of his fingers or the number of his toes.

Upon perceiving the relative magnitude of these two solids he has in his power the ability to think such problems as these: The one-inch cube weighs x, the four-inch cube weighs 8 times x; or the one-inch cube costs $\frac{1}{8}$ as much as the four-inch cube.

This is the briefest and most superficial kind of a glance at a subject that is almost as broad as the whole realm of mathematics. The more I study it and use it with the first year children the more I see in it possibilities of doing away entirely with the arithmetical blockhead. To teach the children to count, to manipulate numbers, is easier and simpler work requiring less thought and preparation on the teacher's part; but what have the children gained from this, if to it be not added the power to draw correct inferences from their mechanical knowledge?

Ask a child to reason out an example like this: It takes x yards of material 1½ yards wide for a dress, how much will it take if the material is but half as wide. If he has a clear mental picture of this problem, he will tell you without a moment's hesitation, but woe unto the child who cannot see beyond the mere figures of the problem. If the answer is given in the book, the knowing youngster will proceed to manipulate the numbers in every way known to him until the correct answer is obtained, and taking pains to remember which process brought forth the book answer, he is prepared for his morrow's recitation.

Is it any wonder that the bewildered countryman thought that the man who made the magic "rule of three" did it by direct inspiration from on high? To him the extraction of a cube root is a process to be accomplished in the presence of an open book, where, line upon line, he follows the written directions, blindly obedient to the inspired maker of the rule.

We have laughed at him, even while ourselves guilty of the same blindness. We can teach our children to become skilful accountants if their memory is quick and retentive, but do we give them a mathematician's power that enables them to see magnitudes in their true relation. Have we made "the simple ratios of mathematics become real" to the child's mind? This is mind training and not memory work, and I believe even the dullard can be made to understand.

The Government of the School.

SUPT. GEO. H. CROWELL, HIGH POINT, N. C.

Government involves the exercise of authority. Good government comes from a worthy source, be it individual or corporation. Solomon, good and wise, erected a temple of worship to the Lord, which was the utmost stretch of human art and represented all the forces which God had expended since the Fall in educating and lifting his people out of their depravity into the light and influence of the promised Messiah; licentious, idolatrous and tyrannical, he mocked the divine confidence imposed in him, demolished his temple and wrecked his empire. School government is the constraining power and life of the teachers. If their lives be pure, gentle, noble, truthful, positive, energetic and devoted to that which makes for the highest good of the school and the development of the children, there is good government. If it be otherwise there is no government.

Children are imitative. They play school. They talk, they think, they act, yea, they pray, like their teachers. No teacher has a vestige of right to say to a child, "Now, you must be pure, noble, honest, truthful," and be unclean, untrue, and dishonest himself. Neither has he a right to say, "Be exemplary, be energetic, have lofty aims," while, at the same time, he exhibits deception, is too lazy to rise from his chair while hearing a recitation, has no higher aim than to finish the schedule each day and draw his salary at the end of each month.

If you desire your pupils to be pure, be pure yourself; to be truthful, be truthful yourself; to be honest, noble, energetic, be honest, noble, energetic yourself. Example is better than precept. Practice the virtues you would have your pupils learn. Love is a great factor in government. The teacher must love and be lovable. Indeed, this is the whole law. The child, realizing the teacher's love for it, and his enthusiasm manifested for its highest welfare, out of obligation, loves its teacher and submits to his every request lamb-like from supreme choice. Herein is freedom—teacher and pupil acting from the principle of love, either working for the highest well-being of the other.

This develops conscience—in the first place, a conscience that binds the school together as one large family in ties of affection and sympathy; in

the second place, a conscience that is susceptible to reason, and hungers for that which edifies and instructs; in the third place, a conscience that is submissive to all law and authority.

Let the teacher or the principal or the superintendent, for morning exercises, read a truth from the Word of God, comment on it for a minute, or read responsively, lead in a verse or two of two spirited hymns, join in a word of prayer or the Lord's Prayer, after which tell a short story illustrating the scripture read, exhort the children to heed the lesson, to make everything in life secondary to being noble—to be above the work of their hands, make his announcements—all in 15 or 20 minutes, then let the children repair to the respective rooms for work; and do all this in an easy, honest, pleasant and happy way—and there is no power in heaven or earth to keep the children from having great admiration for such ideal, from absorbing, daily, principles that will lead to noble manhood, and from obeying the wishes and commands of those who govern the school.

Indeed, I think the morning exercises in the chapel, where we go for a few moments to God for power, wisdom and guidance—and go purely for that purpose—is the secret of government. Anything short of this ought not to be tolerated. If I were superintendent of the schools of New York City or Boston or Chicago, or any city, I would have morning exercises in the chapel, each day, in every school, and make them purely religious—not "preachy," not sectarian, not doctrinal—by no means, but I would emphasize honesty, upriphtness, truthfulness, higher living. The salvation of the soul is the one question in life, all energy thus directed is success, not thus directed is failure. And I would develop a Christian citizenship in such cities of which the like has not yet been seen. Of course they would not have me, but if they did, that is precisely what I would do, and I would go at it in the same faith in which I took up the work at High Point.

Nothing can be substituted for it. Historical records, colonial history, description of campaigns and battlefields, stories of men's lives, of the Greeks and Romans, of mythology, of literature, of fairy tales and imaginary journeys, are good in the class room, but instinctive in the *child heart*, in the heart of the human race, is a reaching out after a God and his guidance; and the man in authority over children who does not direct, in all purity and simplicity, this *child heart* to God and speak of His goodness, or who in any way substitutes stories in story-land for it, is propagating a false ideal, deceiving the high God-instinct in the children and lessening their appreciation of honesty and uprightness.

Such an idea is the only thing thinkable to me by which unity of coöperation may be experienced in everything, on the part both of the teacher and of the student. It is easy to see how *it is* experienced by directing all purposes towards this ideal, or high standard.

The teachers may all be Christians, but unless they are brought together and, with the children, have their hearts and purposes directed to God for guidance, by a head or chief of the school, they will soon drift off to as many petty bodies or clans as there are teachers, and no prophet need rise to prophesy the result to the school.

This method ripens and mellows the passions and temper both of the teacher and the pupil. Then if when naughty children come to be punished, and come they will, the teacher, instead of forgetting all reason, good judgment and common sense, flying into a passion and inflicting punishment while in such base state, is gentle, kind, positive, enquires into every particular, ascertains whether punishment is needed and who needs it, shows the student that justice only is sought and that *justice must be done* in all, appealing to their sense of uprightness, the punishment, whether light or severe, will actually draw the children closer to the teacher in love and respect instead of repelling them. There must be no persuading, hiring, begging, threatening. Such is puerile. Seek justice and the highest good of the student, and when it is reached, authority clothed in kindness and submission filled with peace are in waiting.

Under such honesty of purpose the teacher can show a smiling face upon a solid countenance, yea, even upon a frowning conscience. I have pursued this method for years with boys, even with men of twenty-one years, and instead of being driven away they have been drawn closer and have loved stronger.

This will take time. Be it so. It is impossible without it to have a school worthy the name or to cultivate those faculties in the lives of the students which make for their success or prepare their hearts for the reception of the *truth* which determines their character and their destiny.

When I came to High Point in August, 1897, the beginning of the history of her graded school, the unanimous verdict was, "This is the toughest set

of childaen you have ever seen," I am glad that I can say, and truthfully, after an application of this method of government for more than two years, the opinion is, "It has worked wonders, there is no better body of students in the state."

This method will govern thousands as well as one. It is *this life* that wins respect, and submission to authority. This is the secret of good government.

One Meaning of Nature Study.

NELLIE WALTON FORD (IN PRIMARY EDUCATION.)

Perhaps one of the best lessons of Nature Study is that we must not be in a hurry.

The old time teacher who tries to bind Mother Nature to a course of study, will be evaded at every turn. The playful old lady works out her own sweet will and absolutely refuses to run on schedule time. "Young things must not be crowded," she says, and laughs in her sleeve when the seeds we have planted are weeks in sprouting, when the buds do not open as soon as we expect them, and when the chrysalis we have watched all winter does not yield up its treasure until June. Our plans must be changed if we are to travel in her company.

Happy will be the day for teachers and children when, freed from traditions, each little mind will be allowed to take its own time to develop along with the buds and seeds: when the course of study shall read—not at the end of so many months, but, when this step is completed, the next shall be taken up; when the little brain of the six-year-old shall not be strained by two or three processes in one problem, but shall be gradually fitted for the reasoning period, by the training of the powers of observation. Every child must go down into Egypt. Each child should be allowed in the time of plenty to store away food for the time of famine, which is sure to come.

And there are other facts than intellectual ones. Not that a child should be left unwatched to pick up here and there, unconnected knowledge. The teacher is most necessary at this period and should be very watchful that no worthless substitute for the corn of the land be brought to the store house. While the infant mind should not be troubled by questions beyond its powers, it must be given answers to its How? When? and What for?

Our trouble has not been that we gave too much to the children, but that we gave it too soon and too much at once. It is almost certain that a child whose powers of observation have been carefully trained will take up the intricacies of written arithmetic when his reasoning powers are developed with much more enjoyment and profit than the one whose first years in the school have been made hideous by problems far beyond his years.

Why are we so impatient? If we could only wait and give the children what they need in these early years, their minds would open gradually as the flowers and come to fruitage in the proper season.

"But," says some one, "we are not to blame for being impatient. There is the course of study." Yes, there *is* the course of study, but even in this, maybe, we are to blame. Until primary teachers protest, things will not be any better. Until teachers above the primary grades insist that children shall not come to them until they are ready for the work required, there will be no improvement.

Let us learn from Nature to look first for the blade, then the ear, and, lastly, the full corn in the ear.

Ten Good Rules for the School Room.

1. Prevention of the wrong doing is better than punishing the wrong done.
2. Never charge a pupil with misdemeanor on mere suspicion, never at all unless you have positive proof, an absolute demonstration, that he is the guilty one.
3. Exercise great care in taking a stand, that you may have no occasion to retreat.
4. Fault-finding is not calculated to cure a fault.
5. Distrust in the teacher breeds deceit in the pupil, therefore, always trust your pupils.
6. Absolute self-control on the part of a teacher is a necessary prerequisite to proper control of the pupils.
7. Obedience won is far better and easier than obedience compelled.
8. A child properly employed is easily controlled.
9. A school not properly controlled is a school of little progress or profit.
10. Never threaten; never chide angrily; above all, never use, in the least degree or under any circumstances, *sarcasm.*—*The Teachers' Institute.*

The City Superintendent and His Work.*

SUPT. FRANK H. CURTISS, MT. AIRY, N. C., GRADED SCHOOLS.

That an impression exists in the minds of many people—and well-educated and otherwise well-informed people too—that the position of the city superintendent of schools is to a large degree a sinecure, a position of some responsibility, it is true, but with very little work, and to which is attached a good salary, is self-evident, if we may judge from appearances and from remarks upon the subject which are too often publicly expressed.

I shall endeavor to discuss briefly in the time assigned me some of the qualifications so essential for a successful city superintendent. Before discussing the work of the superintendent, I desire to speak of the man himself.

Paramount to everything else I would unhesitatingly place character. The signal failure of educational systems to elevate the social and moral condition of mankind, through the ages, is due, in large part, to lack of proper moral training by the teachers. There is an unconscious tuition emanating from the teacher; I care not whether he be in the "old field school," or in some one of our great institutions of higher learning,—a silent, yet all-powerful force, that is as irresistible as an avalanche. It was remarked of Lord Chatham that everybody felt that there was something finer and grander in the man than anything he ever said. One of the greatest compliments ever paid to a superintendent was a remark made by one of his pupils, who said: "He makes gentlemen of his boys simply by his deportment before them." How important that the superintendent should be a gentleman in every respect, a thorough gentleman, a Christian gentleman. His pupils may not study their text-books, but they will study their teacher. He is a living epistle known and read of all men. If there is anything that is not genuinely true and sterling about the man, his pupils are quick to detect the counterfeit presentment of the gentleman. To many a loving, trusting child the teacher is an ideal; how necessary then that the teacher be worthy of the love and veneration—I had almost said adoration—bestowed upon him.

In addition to the fact that the superintendent should be a man of irreproachable character, and of such exemplary habits that he is worthy the imitation of all his pupils, he should possess broad and deep scholarship. He should be a gentleman—a thoroughly cultured and educated gentleman. He should be a man whom teachers and pupils alike respect, not alone for his upright moral character, but for his high literary attainments, his scholarship, and his varied and successful experience in his chosen profession, as well. There can be no more contemptible and pitiable object than a so-called superintendent, deficient in scholarship, looked down upon, rather than up to, by pupils and teachers alike—a man who has lost the confidence and respect of his teachers, his pupils, and the community in general, and who is uncertain, wavering and forever in doubt as to the influence he wields, or the authority he can exercise over his school.

Such a superintendent is an incubus on any school, and that school would be infinitely better off without any head at all than with a superintendent who is merely a figure-head; and yet we all have seen, and possibly know, such schools, and such superintendents. It is a subject for congratulation, however, that such instances are becoming rarer each day, and let us hope that the day is not far distant when the unskilled and unscholarly superintendent of schools will be numbered among the things that have been, but are not.

The superintendent should be the most cultured scholar in the school, and should be a constant inspiration to his teachers and his pupils. Above all, let him rise beyond little technicalities, catch questions, and quibbles, which are always indicative of a small intellect, and let his time and attention be given to higher and more ennobling subjects. As has been well said, there are heights in scholarship which tower above these little technicalities as grandly as the lofty peaks of the Himalayas above the foot-hills of India. The first are sublime; the latter inspire neither awe nor respect except among those who have gone no further. It may be necessary to pass through these foot-hills in order to reach the base of the mountains, but he who lingers among them will never reach the heights beyond, and his horizon must ever remain thus contracted unless he presses on to higher summits.

The superintendent must possess good, practical common sense. He may have an irreproachable character, and may be a man of most scholarly attainments, yet prove a complete failure, simply

*A paper read at the meeting of the Association of Superintendents of City Schools, Raleigh, N. C., December 29th, 1898. Though a little long for our columns, this paper is so good and contains so much sound wisdom, that it is given in full. Many of its statements and suggestions apply with equal force to superintendents of county and district schools.

because he lacks judgment, and a practical knowledge of men and affairs. He must be able to exercise discretion in dealing with the thousand and one matters which must necessarily come under his personal supervision. Quick to act, yet cool and collected, he must, like a general on the battlefield, be ready to meet every emergency and every difficulty as it arises, and to meet it in such a way that his decision shall be unquestioned. Many a superintendent has met irretrievable loss and disastrous defeat, simply because he has hesitated in a crisis, and shown his inability to act promptly and emphatically in matters that require decision of character.

The successful superintendent must expect to have many demands made upon him. He must possess a vast amount of energy. He must be a leader, not a follower, in the march; he must ever be on the alert, ever watchful for improvement, ever anxious to make the present school-year the best of all. He must encourage and stimulate his teachers; he must direct his pupils and teach them by precept and by example what he wishes them to know, to do, and to be.

An indifferent teacher makes an indifferent school, and an indolent, non-progressive superintendent cannot reasonably expect a progressive, energetic and enthusiastic school. There is always something demanding the time and attention of the wide-awake, energetic superintendent. The countless duties devolving upon him must receive attention, or the school will suffer.

That school is to be sincerely pitied whose superintendent conceives his whole duty to be confined to office work. He must have an office and must spend much of his time there, but far more of his time must be devoted to outside work and supervision. As the engineer must give careful inspection to every part of the mighty engine he controls, and must see that no part is neglected or overlooked, so the superintendent must bestow most careful attention upon every detail of school work. He is the commander-in-chief, and although he has most competent and worthy *aides*, he must, nevertheless, have general oversight and must direct, suggest, restrain, and encourage.

The highest forms of labor are those which involve the expenditure of the highest forms of energy. The superintendent must be the commanding general, who at one glance takes in the whole situation and who directs his forces so as to meet the highest and best demands of the situation.

I regret that, in the light of the closing years of the nineteenth century, it is a fact that there are many people who do not realize the absolute importance and necessity of having a competent and responsible head of a school, able to direct the movements of the whole system and empowered to carry into execution his plans and ideas. To all such people the superintendent must, of necessity, appear an unnecessary and useless expense, one whose duties are light and whose responsibilities are far lighter. It is encouraging however, to know that this opinion does not prevail among people who have made a study of schools, their needs and their working. The day is at hand when all people whose opinion is valid and sought will insist upon a competent superintendent of schools, and will regard his position as one of honor and responsibility, and will regard the man as an important factor in the schools. No greater mistake can be made by a school board than the fatal mistake of employing an inferior superintendent, whose principal recommendatiou is that he is ready and willing to accept a small salary. Such a man is dear at any price, and the death-warrant of a school is signed and sealed the moment he assumes control. Let the school board secure the best man obtainable, give him full control of the school, and then hold him to a strict account for results.

Having spoken thus far of the superintendent himself, I now purpose to speak briefly of

THE WORK OF THE SUPERINTENDENT.

The thoroughly practical and eminently successful superintendent must be perfectly familiar with every detail of the entire machinery of the school system. He must not only know how to teach, but he must be able to direct and show others how to teach. It occurs to me that in no other way can the superintendent be so efficient or display his executive ability to better advantage than in directing and managing an incompetent teacher, or in giving much-needed instruction to a young teacher who is absolutely without experience and who is desirous of receiving right instruction. It is the duty of the superintendent to uphold and to give his moral support to every teacher under his supervision so long as that teacher remains in the school. Should matters of such a nature arise that he cannot longer give his support, then let him ask for his or her removal, but every teacher has a right to the assistance, support and sympathy of

the superintendent as long as she remains in the school.

I have previously remarked that the superintendent should be perfectly familiar with every detail of the school and of school work, and let me add that the superintendent should be fully competent to take charge of and teach any grade from primary to high school, should occasion demand. If he is deficient in primary methods let him sit at the feet of his lowest grade teacher, if she be skilful, and watch her methods of reaching and developing the mind of the child. Some of the most beneficial lessons that I have ever learned were from my lower grade teachers. In my opinion, the greatest tact, skill and patience required in teaching are needed in dealing with little people—so very much depends upon the right kind of instruction being given at the beginning. I hope and trust that the day is not far distant when the importance of having skilled and experienced teachers in all of the lower grades, and paying such teachers a just recompense, will be recognized by school boards everywhere.

Aside from his supervision of the school and its workings, I conceive that, first of all, the superintendent should be a teacher of teachers. In this way he can accomplish far better and more lasting results than in any other way. I do not mean by this that he should instruct along the lines of text-books especially—his greatest work is to train them to observe children, to understand and to appreciate them, and how best to apply psychical knowlege. I firmly believe that the city superintendent has a better opportunity of doing satisfactory pedagogical work along this line among his teachers than has almost any other educator.

Another important work of the superintendent is the "teachers' meetings," which ought to be held weekly, if possible; certainly at no greater interval than bi-weekly. I know that there is a difference of opinion among educators regarding this, but I am convinced that great good is accomplished by holding frequent meetings, especially in the graded schools of our smaller cities and larger towns, where very often young teachers are employed who have had little or no experience in teaching and who need this especial kind of instruction. I do not think it wise to turn these meetings into a discussion of the trials and tribulations of the teachers during the past week, or of the idleness and misdemeanor of pupils. If these things must come up for general discussion, let them be disposed of as speedily as possible, and then let the remaining time of the meeting be devoted to helpful instruction. In this way I believe that the superintendent can accomplish more material good to the teachers and to the schools than he could in one, two, or even three weeks by simply visiting the rooms of those teachers and offering suggestions to individuals.

If conducted in the right way, these meetings must be productive of much and lasting good, and the teacher who does not go out from one of these meetings, strengthened, encouraged and filled with the resolve to do better work than ever before may profitably indulge in self-examination; for there is something radically wrong somewhere. The superintendent, if he be wise, will ever strive to make these meetings bright, interesting and attractive. He can if he will. In pursuance of a thorough pedagogical course of study with his teachers it seems to me that his next most efficient work would be to instruct in the methods and subject matter of the class-room, and to offer suggestions as to the best course to pursue. The superintendent should at all times be ready and willing to take charge of a class, and give to the teacher, if necessary, a practical demonstration of his methods. The superintendent who possesses tact can easily encourage the nervous, timid teacher by a few well-directed questions addressed to the class, or by taking charge of the class himself, thus giving her new courage and stimulus to better and more efficient work.

No matter what the occasion, the superintendent should never so far forget himself as to criticise a teacher in public or before a class. It is little short of brutality, and can never result in good. If criticism and reproof must be given let them always be given in private and in a kindly manner. Such suggestions and criticisms will always be kindly received by the earnest, conscientious teacher, while to the careless, indifferent, or incompetent teacher reproof, criticism and suggestion, alike, are more than useless.

And this brings me, in the next place, to pay my respects to this class of teachers, the bane of existence to every superintendent; for where is the superintendent who has not at some time, had such teachers to deal with? I do not believe in total depravity, but there seems to be some teachers who are pedagogically past redemption, teachers whom no amount of assistance on the part of the superintendent can benefit or arouse to better

work, and who block the wheels of educational progress.

For the good of the school such a teacher should be removed as soon as possible; but, if for any cause whatever, political or otherwise, removal seems inexpedient, or impracticable, then let the superintendent secure the best work possible under the circumstances, and avoid, as much as possible, friction and antagonism. It is a mistake to criticise in public poor teachers, those who cannot or will not improve. In case of their ultimate dismissal such criticism only tends to give the appearance of prejudice, and often gives rise to unfriendly feelings toward the superintendent. Perhaps the best way to criticise poor teachers is to say nothing at all publicly about them, or their work, never letting their failure be discussed except to them and to the school-board.

Not the least of the duties of the superintendent is his duty to his school board and his relations to its members. He should be a man in whom the board have the utmost confidence, and for whom they have profound respect. Only such a man can wield the influence that he ought to exercise with his board. He should at all times feel free to offer suggestions, and, when asked, to give advice concerning the management of the school; and the board should no more feel free to disregard his advice than they would feel free to disregard the advice of an attorney to whom they have referred their legal acts. The superintendent ought to be regarded as authority upon educational subjects in the community in which he lives, and he ought to influence very largely public sentiment in regard to the schools; and he can if he be the right kind of man. As I understand it, one of the principal duties of a superintendent is to establish firmly in the minds and feelings of the community a pride in the schools, and a loyalty to them. Unless he succeed in doing this the influence of the school will never be great. The newspaper is one of the greatest factors in forming the sentiment of a community, and every superintendent should see to it that the press of his town is heartily enlisted in the cause of education. If public sentiment and the press are found in hearty sympathy with the schools, then they are indeed resting upon a firm foundation. That community in which public opinion is in hearty accord with the school, will always have a good system of education. Again I repeat that the superintendent has, in a very large degree, the power to mould public sentiment as he chooses. The wise and far-seeing superintendent will not be slow in availing himself of these and of all other agencies that will futher the interests of the school.

In conclusion, permit me to say that I have not presented to you the impossible superintendent, nor have I outlined impossible work. Every live, progressive, enthusiastic superintendent can be, and ought to be, all that I have suggested, and more. We must have our ideal, if we ever accomplish anything worthy of remembrance. Let us then as superintendents, one and all, set our mark high, and do our best to reach it, fully realising the importance and responsibility of our position, and remembering that the working of the whole machinery of the school devolves largely upon the superintendent, and that its success depends upon his skilful management.

Observations among New England Schools.

MARTIN H. HOLT, OAK RIDGE INSTITUTE.

Recently I had the pleasure of visiting some of the leading schools and colleges of New England, and, while time did not permit me to make a thorough study of their educational system and to make statistical comparison with ours, still I could not refuse, when requested, to give my impressions of what is best there, and to submit some logical deductions. This article is not intended for those who close their eyes and sing "The old North State forever," and are not progressive enough to learn from those who are entitled to be, and are, our teachers in educational matters, as well as in literature. If one will subtract the date of the founding of Harvard University from the date of the birth of the University of North Carolina, he will find out approximately how far behind Massachusetts we are in education, and all that education means. In spite of severe climate, rocky soil and a general lack of natural advantages and resources, that little state has forged far ahead of us in invention, in art, in literature, and in that quickened intellectual activity which makes for material development and prosperity. No one who travels through New England will hesitate to admit this truth. It faces him in the country and in the city, in the factory village and in the university town. Everywhere the superior culture of the people, and its happy effect upon wealth and the enjoyment of the higher pleasures of life are visible.

When one studies the provisions the state and private benevolence have made for the general and thorough education of the boys and girls, he no longer wonders when he sees the fruit of it. Some one said, to make a thorough gentleman you must begin with the boy's grandfather. The same might be said of a scholar. Massachusetts began with the ancestry many generations ago. Soon after the first houses were built on Beacon Hill, the wise and adventurous Puritans crossed Charles River and laid the foundations of Harvard College. And so with Hooker at Hartford, Davenport at New Haven, and Roger Williams at Providence, and a hundred other brave pioneers as they wandered off into the wilderness; as soon as they had provided a home for themselves, however rude and humble, they built a schoolhouse upon the neighboring hilltop. They are the ancestors of modern New England. They saw the truth that wealth is in the brains of the boys and girls; a truth which, unfortunately, we have been all too slow in perceiving. Had wealth been an inherent property of the soil, we would not go to that part of the country to see it. It would be in the South and the West. Isn't it sad that those "having eyes see not" the avenue to that happiness and prosperity which is the inherent right of any people!

The New England system of schools consists of the ordinary public graded grammar school, the high school, and the college or university. In the grammar school the course of study consists of spelling, reading, arithmetic, both oral and written, English grammar, including composition and elementary study of literature, geography and history of the United States. With the best of buildings and equipments, college graduates for teachers, with libraries, etc., it is no wonder that the work done is of a high order, and that it gives a substantial groundwork upon which to build the high school and college course. A special impetus is given to the effort of the pupil by the fact that he has to stand a rigid examination on these studies before he can go to the high school, and that examination is conducted by the high school faculty. Add to this the exaltation of spirit and the sense of manly dignity a boy of from twelve to fourteen feels when he bids farewell to the grammar school, the children's school, and assumes the *toga virilis* of the high school, and you will understand the constant spur to excellence and thoroughness in the grammar school.

The high school is a part of the township system of New England. In architecture, in equipment, in the scholarship of its principal and teachers, it is more pretentious than the elementary school. Its course is a four years structure built upon the thorough preparation of the grammar schools. In mathematics the course embraces a thorough knowledge of algebra, geometry, trigonometry, commercial arithmetic, and bookkeeping; in physical science, physical geography, astronomy, physics, chemistry, and geology; in history, Roman, Grecian, Mediæval, English, and modern, together with constitutional text-book; in English, literary Readers, English masterpieces, composition and rhetoric, Trench on Words; in Latin, grammar and composition, Cæsar, Cicero, Ovid, Virgil, Pliny, Sallust, and Livy; in Greek, grammar and composition, Reader, Anacreon, Xenophon and Homer; in modern languages, a three years' course in either French or German or both at option. With insignificant exceptions, these studies are required, at all schools, of candidates for college entrance. The English course includes Latin and French or German usually, and the scientific course includes both French and German, or Latin with one of these languages. But this course is no shorter or easier than the English or classical, as the scientific and mathematical requirements are greater. Thus it will be seen that the scope of the high school in New England is about the same as that of our colleges with the exception of a very few, which are higher and more thorough than that of most of our high schools. With this grammar school course as a basis, and the high school course broad, extensive, and thorough, it is no wonder that the work of New England colleges, from start to finish, is higher, broader, more thorough than ours.

How are we to get up to this New England standard?

1. By gradually educating our people to see that education pays; that it pays socially, morally, physically; that it pays intellectually; that it pays in dollars and cents, in material prosperity. "We must educate or we must perish," must be the text for evangelistic work in this State, and every teacher from his desk, every minister from his pulpit, every business man from his counting room, every farmer to his neighbor must thunder it forth in such a sermon as will wake up "Old Rip" from his nap. We must have educational facilities of a better grade, better buildings, better teachers, longer terms, and a compulsory school law, if we

wish to keep pace with the more progressive States of the Union.

2. We must stop trying to teach everything in our graded schools, and establish public high schools, and build more and better private high schools in North Carolina before our colleges can be what they ought to be. Let the public graded schools leave Latin, Greek and higher mathematics out of their course of study; for, as it is, they do not have time to do them well. We cannot have great colleges, literary or technological, until the preparation is broader and deeper.

3. Let no college take a man into the Freshman class until he passes the necessary examinations at the college. Abolish the subterfuge of taking a man on anybody's certificate. Every first-class high school in North Carolina is willing for its representatives to stand the college examinations conducted by college authorities. And thus the colleges can move forward out of the legitimate territory of the high school. Then our colleges will not be looked upon as many of them are and must continue to be till there is a revolution in existing conditions; to-wit, as simple preparatory schools; and then boys will go from the graded grammar schools to the high school instead of to the college as he does now.

Yale and Harvard will continue to lead, until other states begin to prepare students for higher college entrance. Smith and Wellesley will continue to be *the* colleges for women until the time comes when young women holding diplomas from our female colleges can enter them. Massachusetts Institute of Technology will continue to be greater than Southern schools of the same kind until the Southern schools elevate standards of entrance and cease to stop where that school begins. The solution of the problem before us is preparation, *preparation*, PREPARATION; and a few more colleges to place standards of excellence above *mere* numbers.

The Value of Good Oral Reading in Studying Literature.

MRS. ALICE WHITE DE VOL [IN WERNER'S MAGAZINE.]

The lofty, idealized language of poetry is known in these days chiefly through the eye; and its power is consequently unknown to the majority of silent readers. If a person must be deprived of one of his senses, let it be the eye rather than the ear. The eye perceives the external world, the ear the internal. How subtily does the voice appeal to the secret springs of human nature. The voice kindles our imagination, awakens our interest, and forces upon us, unconsciously, a mental activity such as we seldom or never receive through the eye alone. * * * There is no literature the significance of which is not greatly heightened by adequate vocal expression. The full power of a word is inseparable from its sound. We perceive some truths through the sense of hearing that we never could perceive through the sight alone. Literature is language, and words are its specific implements and substance; the voice alone can make these concrete, vital. Wordsworth talks of an "inward eye." And why may we not be said to have an inward ear, when tones alone convey thought? One tone awakens our emotions, another our will.

Reading aloud strengthens the memory and helps to concentrate the mind and produce continuity of thought. The interest of any set of students in the masterpieces of literature is most enhanced when they are fluently and vigorously read. * * * The highest result of literary culture that can be exhibited is the vocal rendering of a great poem so as to bring out that poem's organic life. Better than all lectures on literary themes, biography, historical sequences, etc., is interpretative reading; the voicing of that which can not be lectured about, the intellectuality, the indefinite element of a literary product.

The aim of every teacher of literature should be to make the unconscious conscious; the vague, tangible; and to accomplish this in a manner that shall draw out the pupil's thought rather than superimpose his own. Shall he do this by paraphrasing, re-arranging the subject matter into plainer language, making prose of it, and so losing the very spirit of poetry? By no means. The study of grammar and rhetoric are tributary to literature, they are not literature. Poetry must be studied in the poetic spirit. In fact all literature must be approached from the æsthetic side, because that is primarily the source of its pleasure-giving power to us. * * * The most important thing for the teacher is to know how to make his students feel, and the voice is Heaven's own instrument. * * All great poetry requires, as its natural agent of expression, a great utterance, which conveys to the imaginative listener the feeling of the author.

Literature should be taught through the spoken

word of the text. In my own classes I have read aloud again and again, as a preliminary step, the Iliad, the Odyssey, many of Chaucer's Tales, portions of the Faerie Queene, Paradise Lost, and very extensively from the Victorian Poets. I am convinced that there is no other way satisfactorily to teach literature. There can be no doubt that the teacher of the future must be master of the spoken word.

Cuckoo, the Rain Prophet.

PROF. T. GILBERT PEARSON, GUILFORD COLLEGE, N. C.

Early last autumn I met a very odd fellow. One cloudy afternoon while strolling along a woodland path I heard a weird, mournful voice calling, calling for many minutes. The sound seemed to come from a cluster of trees across the glen near by. After a little time I came up with the sorrowing creature, and found it seated on the drooping boughs of an old gnarled oak. It was a cuckoo, often called the yellow-billed cuckoo.

Some of our birds had already departed for their winter visit to the tropics, but the cuckoo still tarried in the haunts of its summer home. It seemed to feel the solitude of the autumn forest, and although its voice is seldom heard at this time of the year, it was now chanting its plaintive cry as if its heart was breaking at the thought that smmmer was over.

It was sitting crosswise on the limb and was quite motionless, save a slight upward impulse of the body each time it called. As it did not see me at first, there was a good opportunity to notice its appearance. It was about the size of a robin, but appeared to be very slender. Its tail was long, being more than one-half the entire length of the bird. Its legs were short, and its small feet grasped the limb on which it sat with two toes extending out in front and two behind. The bird's back was brownish gray, the wings were rufous, and its under parts were dull whitish. The outer tail feathers were black with white tips, its bill, which appeared to be nearly an inch long, was black above and yellow beneath.

The cuckoo always leads a mournful, secluded life. Any time while it is with us, from May to October, when we chance to see it at all, it will most probably be observed slipping silently from the cover of one tree or thicket to that of another, generally alone and frequently uttering the harsh guttural note from which it has long since acquired the name of rain-crow. I have never understood why this bird should be called a crow. Certainly it does not resemble the crows in our country either in voice, appearance, or manner of life.

The cuckoo is often heard calling on cloudy days or just before rains, and for this reason it has long been accredited the power of foretelling the coming shower. This bird cannot sing; but it has some notes peculiarly its own, which, when once heard, are not easily forgotten. *Tut-tut, tut-tut,* it seems to say, *cl-uck, cl-uck; cow, cow, cow.*

In Europe there is a bird called the cuckoo; but it is larger than our bird by that name, and is quite a pretty singer besides. It is not a shy bird; so a great many people are acquainted with its habits. It was well known when the Bible was written, and you can find its name in the list of animals which the Children of Israel were forbidden to eat. Shakespeare in one of his plays tells us about the cuckoo's young Some of the English poets speak of its singing.

The very earliest English lyric poem, written a long time ago, when words were not spelled as they are now, begins in this way:

> "Summer is i-cumen in,
> Lhude sing cuccu;
> Groweth sed
> And bloweth med,
> And springeth the wed nu;
> Sing cuccu "

Of all the tales told on the English birds, the one relating to the nesting of the cuckoo must reflect the least credit on the accused. In the spring when the nesting time for birds arrives it does not build a nest for itself, but quietly steals away and deposits its eggs secretly in the nests of other birds. There the eggs are incubated and the young are reared by the foster parents. While the cuckoo thus saves itself the trouble of building a nest and the anxiety of caring for the young, it has gained for itself an unpleasant notoriety possessed by few other birds. In this country the black cow-bird has the same habit, but it is found in the south only during the winter

Our yellow-billed cuckoo has learned the art of nest building but poorly; the nest in which the young are reared being little more than a mere platform of twigs. Indeed, so thin and frail a structure is it that the eggs can often be counted from beneath the nest. It is usually placed on some sheltered limb or among thick vines. The eggs vary from two to four in number, and their color

is greenish blue. They are nearly an inch and a quarter long and about three-fourths as wide. Many birds lay their eggs one each day with great regulariry until the full number has been reached. The cuckoo, however, often allows a few days to pass after she begins sitting on some of the eggs before the others are deposited. Thus we sometimes find a young bird, an incubated egg and a freshly laid egg, all in the same nest.

Among the branches of our fruit trees we may sometimes see large webs which have been made by the tent-caterpillar. An invading host seems to have come and pitched its tents among the boughs on all sides. Caterpillars are quite destructive to trees, and the cuckoos do us a great favor by coming often to raid the encampment. They pull the little hairy intruders out of their tents by the hundreds, and eat them. So many are eaten by these birds that their stomachs are often found to be thickly coated by a layer of caterpillar hairs sticking in them. Cuckoos also eat grasshoppers and different kinds of flies.

In some parts of the south the surface of the country is level, and the soil is sandy. Here are foand large tracts of pine woodland, sometimes with no other kind of trees growing near. In those great pine forests the cuckoos are seldom seen; and in such regions, if we wish to find them, we must search by the lakes and along the streams, where other kinds of trees are growing.

The cuckoo family is quite a numerous one. There are one hundred and seventy-five known species, thirty-five of which are found in the New World. In the southern United States we have three species. They are the yellow-billed cuckoo; the black-billed cuckoo, which is generally not a very common bird; and the mangrove cuckoo, found only in Florida and the islands to the southward.

But my bird on the drooping bough of the old gnarled oak soon detected the presence of an intruder. For a moment it eyed me, as is the bird's custom on such occasions, in a dazed kind of way, all the time slowly raising and lowering its long tail; then it flew swiftly away and vanished through the foliage. A little later I heard it again, this time several hundred yards away, and, as I passed further along the path, from the distance there came to my ear the faint murmuring *cow, cow, cow* of the sad mysterious bird.

Once or twice more I saw the cuckoo, but when the second month of autumn came, it flew away one night on a long, long journey. It started, probably, for Central America, where the winter is warm, and where it could find plenty of caterpillars and flies to eat until the spring brings them again to our orchards and gardens.

An Introduction to Shakespeare.

MISS LAURA M. DEVEREUX, RALEIGH PUBLIC SCHOOLS.

When a copy of Shakespeare was given me with the notice that I was "to teach it," I felt very much as if I had been asked to teach the universe. The class consisted of about fifteen girls, between twelve and sixteen years old. They knew the principles of scanning, some of the principle figures of speech and had read some poetry, "The Lady of the Lake," "Hiawatha," etc., but none of them had ever read a play; so the dialogue was at first very confusing to them, and the number of characters made it difficult for them to follow the thread of the story. Though most of the class had a fairly good vocabulary, all their reading had been confined to modern books; and obsolete words and constructions were to them like old acquaintances in new bonnets to near sighted people—they did not feel sure they knew them.

The time allotted for recitation was twenty minutes, so only thirty or forty lines were read each day. We went very slowly, first taking the lesson word by word, dwelling particularly on those words which had become obsolete or changed in meaning. The words being thoroughly mastered, we took the sentences, each pupil being asked to give her idea of the meaning of each.

It was quite a new thought to them that an author always means something, the answer being often given, "I did not know that that meant anything, I thought it was just put in to fill up."

When the class had gained a fair idea of the meaning of each speech taken separately, the figures were pointed out by them. I was surprised to find, by the way, that none of the class had ever heard of a pun. They considered the puns very amusing and took great delight in finding them.

To return to the lesson. The scene as a whole was studied in connection with what had gone before. We discussed the time and place, the development of the characters, and the progress of the story. A great deal of written work was done, the class being required to keep lists of the obsolete words, the old and the new meanings of

words, and lists of the figures of speech—similes, metaphors, and hyperboles, with some few others—were arranged in tables, and the meaning of each explained. But the more difficult figures were omitted, and the alliterations were so numerous and easily found that they were passed over. In addition to these lists, the pupils wrote resumes of each act as it was read; noticing the interval of time and place between the acts, when this could be determined; naming the characters who took part, and remarking the development of the plot.

Julius Cæsar was the first play studied, and of course a good deal of history work was done in connection with the reading. The characters of the play were given as subjects for compositions, together with sketches of their lives, and of the times in which they lived.

Discussions followed on such topics as the motives which caused different actions, and their effect on the plot. A lively interest was excited in such questions as, "Was Brutus a disinterested patriot?" "Was Cassius a flatterer?" "Had Mark Anthony a right to deceive the conspirators?"

The Merchant of Venice was read after Julius Cæsar, and led to some study of the Jews in the Middle Ages, and of Mediæval religious ideas. This play was studied just as Julius Cæsar had been; but at first it proved much more difficult. I suppose this was because children have no sense of humor, and take everything literally. It seemed at one time that, like the wealthy Andrew, we should all be docked in the sand of our own denseness. The class were, however, charmed with Portia. The mention of her golden hair gave them material for a mental picture. They entered into the spirit of her love affairs, and enjoyed her puns and conceits. When Launcelot Gobbo appeared they laughed till they could not read; though they were a little bewildered till they were sure he was joking. They thought the deception practised on his father exquisitely funny, and never tired of reading his dialogue with the Devil.

The best commentary on the success of the experiment—for such it was—of giving English classics to inexperienced and comparatively ignorant readers, was that each member of the class read one or more of Shakespeare's plays to herself while reading in class, and after finishing the Merchant of Venice all were eager to read another play.

The class was never once bored or listless. They gained a fuller vocabulary, and improved in reading, because they were interested in what they read.

A School in Italy.

SUPT. LAWTON B. EVANS, AUGUSTA, GA.

When I was in Rome last summer I sent in a request to the government of that city to visit the public schools. Visitors are not allowed in foreign public schools without a permit. Dr. Tito Gualdi, the president of the Board of Health and the official head of the schools on sanitary matters, presented his card at my hotel and offered to show me the schools. They exhibited some unusual features to an American eye that may be interesting to an American reader.

The building we visited was constructed upon the ancient idea of interior court. There were few windows outside, opening on the street, and these were kept tightly closed, to exclude all noise and interruptions from the street. The building, being constructed on four sides of a square, with a hollow centre, or open court was abundantly lighted by windows opening into this court. This afforded light and quiet. The court contained a fountain, grass, flowers, seats and was as lovely a bit of school decoration as one wants to see. The stair cases were built so that two flights occupied the opening generally assigned to one, and crossed each other in such a way, that space was economized and boys and girls used separate stairs at all times. The roof of the building was flat, covered with awnings, and was used by the children as a play ground at the regular recess.

Boys and girls were taught in separate rooms, the boys having men and the girls women to teach them, through all the grades. Separate sections of the roof were assigned to each sex for play and recreation. Separate stair cases were used, as before described. They were evidently distrustful of the influence of one sex upon the other, though I could not discover which had the demoralizing influence. The walls of the school rooms were bare of ornament, and in this land of flowers and pictures, I was distressed to see so cheerless a school interior. The picture of Umberto, the king of Italy, and a crucifix were conspicuously placed over each teacher's desk, being lessons in patriotism and religion. The desks were the best that could be bought, but were far below our standard of school furniture in finish and comfort. Dr. Gualdi was surprised when I told him of curved backs and seats, iron frames, ink wells etc., belonging to school desks, and desired to see some pictures of them. He said that they could not be im-

ported into Italy, however, as the Italian goverment placed a heavy duty on all imported school furniture or apparatus.

The children read for me out of their reading books, standing well and pronouncing the liquid language of Italy in tones known only to the natives. They recited geography, history; and so far as I could tell, they gave correct answers. I felt very stupid, listening to questions and answers in an utterly unknown tongue, and smiled with that simple expression that I have often noticed in the deaf when they could not participate in what was going on. When they sang I was more interested; for music is a universal language, and the Italians come to music and art by inheritance. They sang those splendid measures of the old Italian masters with a melody and cadence that I have not heard elsewhere. No trivial music there, but inspiring, uplifting harmony, that indicated a love for this highest form of vocal expression. It was the same with drawing. Their art work was in black and white and in colors. Their papers in all studies showed an artistic taste, beautiful in decoration, if they did not always indicate understanding of the subject. So far as the sciences and the mathematics were concerned I did not observe anything remarkable.

My general impression was that the children were repressed with a severe discipline, made to march and drill and take physical exercise that they did not enjoy, and called to order if they dared smile.

After hearing much recitation I was asked by the larger boys to make them a speech, which I did in the English lauguage, of which they did not understand a word. It was a study to see their faces, trying not to be amused, but too polite or too scared to laugh. I saw the joke and made them a great speech, saying anything that came to mind, and after I had done there was much clapping of hands, and a motion to give thanks to "the distinguished American for this interesting address." So Dr. Gualdi, told me. I have no doubt my audience understood my meaning quite as well as other audiences I have addressed in America.

At recess the school marched up to the roof, and 800 children were given a half hour to play. The tall parapets prevented their falling over and the awnings kept off the heat of the sun. Several hundred of the poorer classes were marched into a room on the roof where a table was spread and each child given a bowl of maccaroni. This was for the very poor ones, and I was informed that, education not being compulsory, and the people being desperately poor, this maccaroni was given as a reward of merit for attendance upon school. It costs about seven cents per month per pupil, and is a great improvement upon the merit card plan. Any hungry boy would prefer a lunch to a picture card, and many of these rag-a-muffins came to school to get the maccaroni, and incidentally to learn to read.

I should have mentioned before that all the school was in uniform, the girls wearing a white tunic, combination of apron and sack, and the boys wearing overalls of some sort. The cloth was cheap, clean, and the appearance regular and orderly. This was done to avoid the gamins of the street looking too disreputable in school and the rich boys looking too fine. The school suit leveled them all to the democratic idea now working in Italy.

Finally, the teachers were paid miserable salaries. The headmaster gloried in some $300 a year, and his assistants went on down until the lowest was happy with her $90 a year. But living is cheap and work is scarce, and one can get labor and materials at his own price. When I told the head master that there were some principals in America who had 15,000 francs a year ($3,000) he opened his eyes and said that he would like to come at once to this land of free silver and multimillionaires.

Altogether it was an interesting and valuable lesson in one way of holding a public school, and I doubt if its like can be found in the experience of the readers of this magazine.

Some Early Stages in the History of Teaching Children to Read.

BATTIE BARBEE.

In this day, which is essentially one of education and advancement, there is no problem of pedagogy which is more important or more deserving of our especial care and attention than the art of "How to Teach Reading."

Beginning as early as 1534 with Icklesamer's method, we have been introduced to many and varied devices for modifying and reforming the then present mode of spelling, each of these of course having many warm partisans.

Although primitive, Icklesamer's was one of the most unique primer methods devised in Europe. The idea was to place the picture of an animal

with its printed name and the letter whose sound most clearly represented its voice or cry in parallel columns, thus aiding the pupil to grasp easily and correctly the author's meaning.

As an illustration of what I mean: The picture of a dog would be followed by the growling *r*; a bird by the twittering *z*, a lamb by the quavering *â*, and so on.

A later method, which was more widely current, was the idea of associating letters alliteratively, as *a* with apple, *b* with boy, &c. This arrangement was soon supplemented by utilizing the lingering final sound, teaching *b* with tub, *t* with rat, etc.

In 1832 Neuman suggested another interjectional method, known as the "Interjectional Imitative," which was psychologically defended some years later by Oehlwein, who had, however, magnified the original. To illustrate this method: Place before a cow just beginning to low the letter *m* remembering to imitate as nearly as possible, when sounding the letter, the natural cry of the animal. Think of the grating, jarring noise made by a rapidly moving wagon or the winding of a clock, and see if the letter *r* trilled does not suggest a fair, even if crude, appropriateness. We retain to the present time an expressive illustration of this method in the familiar sound of *sh* when we *sh-h!* the chickens out of the garden.

It was Basedow who, in 1774, describing the methods in his institution, said that reading like everything else was sugar-coated and made play. Even the school bakery made its cakes and breads in the forms of letters. Soon the dullest child learned to know there was more for his money's worth in a large ginger bread *w* than in the smaller *i*. It would require only a short time to graduate as an accomplished abecedarian from this kind of alphabet diet. A style of learning letters which was rather after the fashion of "The House That Jack Built," was to spell long lists of words by heart before seeing the letters, and then combine them in every way possible.

A purely mechanical method of teaching reading cannot be successful. At best the result is a parrot-like knowledge that is as evanescent as it is unwise. It was Kehr, I think, who said it had caused children ages of misery. Heinicke corroborated this when he said that it required thousands of superfluous associations. Consequently no child could or did learn to read by it. When seeming to have done so they only unconsciously translated names into phonic sounds. The Inquisition, it has been said, would hardly be a greater torture than this method of learning how to read and spell. Spelling, in itself, as a method of "Teaching Reading," even in that day found few serious defenders. In Prussia in 1872 it was forbidden by law, and other states, approving the step, have since followed. The phonic method of teaching reading which is suggested in some of the above illustrations, began to be seriously advocated somewhere near the beginning of the present century.

The Story-teller's Letter from the Schools.

My work of story-telling has brought me into contact with some of the schools of the state, and I have written down hurriedly for the JOURNAL some of the things that interested me in these different schools as I saw them.

HIGH POINT.

The High Point school building is one of the finest of the kind in the state. It is of stone and brick, and presents a happy blending of the massive and artistic. The art displayed without and within, and the neatness with which it is kept, necessarily make an appeal to the moral and æsthetic natute of the children who spend the best part of each day there. This is no small factor in a child's education.

The building is heated by hot air, and cost $11,000. It is the pride of the progressive little town. There are now enrolled 550 students with a daily attendance of 518.

In the faculty of ten, five were educated at the State Normal and Industrial College, and others at Guilford College, University of North Carolina and Bryn Mawr.

Probably, the most striking feature about the school is the emphasis Supt. Crowell gives to religion and ethics. His idea is, that we must educate the child's religious nature, if it is to be developed into perfect manhood or womanhood. The religious faculty is just as much a fact as the intellect, and to ignore this is to make education partial and incomplete. Hence he gives a period at the beginning of each day for the study of Bible truths. "Nothing," he says, "is more powerful in the school to correct, restrain and inspire than Bible ethics, lived and taught by the teacher."

That Supt. Crowell has made a success of this feature no one who visits the school and sees the kindly and courteous spirit of the children can for a moment doubt. As you mingle with the students you feel that they have a conscience that controls them. To this feature the superintendent attributes his success. The community has stood unswervingly by him in working out this ideal.

The colored school has an industrial feature. Cooking, sewing, carpentry and brick making are taught. The Board of Missions of the Friends' Church of New York makes an annual appropriation to this department. This seems to be a very wise coöperation of church and state.

There are eighty boarding students in the school. A suitable brick dormitory is now nearing completion. All of the work, from the burning of the brick and on, has been done by the students of the industrial department.

High Point is justly proud of her schools, and is keeping pace with the times.

STATESVILLE.

When Statesville established city schools eight years ago, the present superintendent, D. Matt. Thompson, was invited to take charge of the schools. The schools were conducted the first year in three rented dwellings. The next year $11,000 00 were expended in the purchase of a lot and the erection of a building. The building is a neat brick structure after Prof. Thompson's own plan. It is heated by furnaces, and is admirably adapted to the use of the school. The carefully kept lawn, flower beds, evergreens and shrubbery in front of the building adds a touch of refinement to the whole place. This in itself impressed me, but more so when I learned that a few years ago in place of the smooth lawn were deep gulleys. A man with an idea and a purpose has wrought the change. The school has an enrolment of 420; a daily attendance of 390. There are seven teachers besides the superintendent. Of these four were educated at the State Normal and Industrial College, and one each at University of North Carolina and Chauncey Hall Kindergarten, Boston.

I found special stress being put on nature and language work. The children are taught to love nature. In addition to the flowers and shrubbery in the yard there were many in pots and boxes in recitation rooms and chapel. These are kept green all winter. Each outgoing class plants a class tree.

Superintendent Thompson believes in clock-work regularity and order. Each teacher furnishes the superintendent with a daily report. And from these reports the superintendent makes out a quarterly report which he sends to the parent. I was struck with the fatherly spirit the superintendent manifests towards the children. In discipline his aim is always to apppeal to the child's better nature. On the walls of the chapel hang the portraits of prominent men. A new one is added each year by the graduating class. A special Library in each room is a valuable feature of the school.

The children of Statesville believe in their schools, and take a just pride in them. They are right; they are one of the forces in the city for truth and righteousness.

RANDLEMAN.

Randleman, Randolph County, has seven cotton factories and a population of 3,500. It was through the kindess of Mr. S. Bryant, Secretary and Treasurer of the Naomi Mills, that I was invited to spend two days in the place and speak to the young people.

Randleman presents an important problem for the educators to solve—how to reach the factory children. In this town there are 800 children of school age, and only about 225 in school.

Mr. Ingram and his four assistance are struggling heroicly with the problem.

Mr. Ingram is quite a young principal. His enthusiasm and consecration to the work impresses one.

During the past year there were erected in North Carolina 27 cotton mills. There are now, I am told, upwards of 35,000 operatives in the mills of North Carolina.

A large number of these are young people with no hope for education or culture; many of them cannot read. They are entirely cut off from two great factors in education—books and nature.

The country child deprived of books has nature to speak to him, and she gives health to his body and a ruggedness to his character; but the confinement of 11 hours a day blunts the mind of the factory child and dwarfs his body. In many cases the little hands toil that the dependent ones at home may not suffer for bread. At the same time they themselves suffer a mental and spiritual hunger more intense than that of the body.

"Like an infant in the night
Crying for the light,
With no language but a cry."

The problem cannot be solved by night classes. Those who work in the factory from ten to twelve hours a day must sleep at night. If it could be so arranged that they could receive instruction one or two hours each day, with the balance of the time for the factory, it seems to me, it would be a step in the right direction. Who will solve the problem?

WHITSETT.

Three new buildings are nearing completion at Whitsett Institute, among them a residence for Professor Whitsett. These buildings will furnish 26 additional dormitory rooms for the students. This school has had a phenomenal growth. From a neighborhood school, a few years ago, standing on the outskirts of a forest "'twixt the sunshine and shadow," it has grown into a large boarding school, around which a little village is rapidly building up. The attendance the present session is 160.

I was impressed by three things in the school: (1.) The prominence given to literature; (2) the opportunities given the students for the study of music—a regular conservatory graduate has charge of this department, giving lessons on piano, guitar and mandolin; (3.) The self-control of the student body.

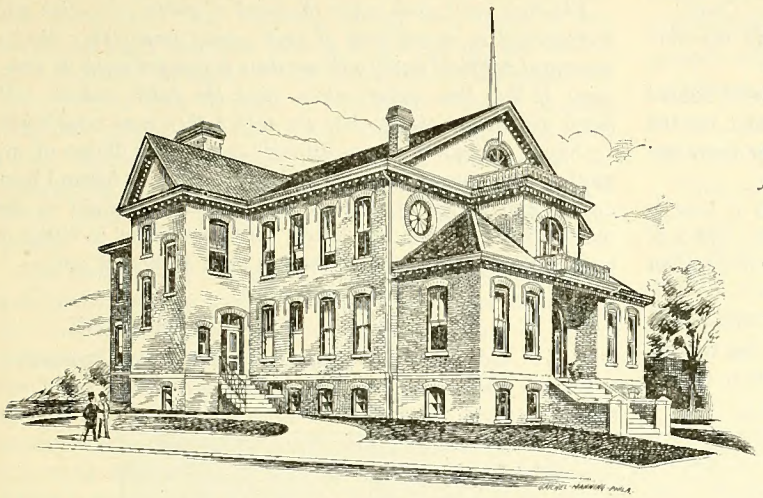
CHAPEL HILL.

Chapel Hill High School has just moved into its new quarters. The building was planned by Professor Canady himself, and it has the latest improvements in the way of heating and ventilation. It cost $5,000.00, contains nineteen rooms; library, recitation rooms and dormitories.

Three of the seven teachers employed are graduates of the State University. There are in attendance 140 students, quite a large number of whom are boarders. Thoroughness in all grades is emphasized, and a speciality is made of preparing students for college.

Chapel Hill has a literary atmosphere. The University gives a coloring and a flavor to the place. Students attending the High School have the advantages of the University library, and of the public free lectures given by the University. This makes it an ideal place for a high school.

If wrong you do, if false you play,
In summer among the flowers,
You must atone, you shall repay,
In winter among the showers.—*Chas. Mackay.*



FULLER SCHOOL, DURHAM, N. C.

The above cut represents the new Fuller School building, Durham, N. C., recently completed and occupied. While this building is not so large or so pretentious in its architecture as the older building in the same town, it is a model of neatness, comfort, and convenient arrangement.

The house is built of red brick, with white granite trimmings. The first floor contains an office, a library, and four class rooms—each class room 25x30 feet—a longitudinal hall running back from the main entrance, and a cross hall ten feet wide. The second floor has two class rooms 25x30 feet each, and an assembly room 48x50 feet. By raising glass partitions the entire second floor may be thrown into one room. Each class room has two separate cloak rooms The building is heated by the Peck-Hammond system of warm air, with accompanying closets.

Superintendent Mebane's Letter.

[The following is the full text of Superintendent Mebane's letter to public school officials, in regard to the matters affected by the recent decisions of the Supreme Court.]

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
RALEIGH, N. C., December 13, 1899.

To Public School Officials:

DEAR SIRS:—I send you the following official letter as to the recent decision of the Supreme Court in regard to the School Board Cases.

FIRST AS TO SCHOOL BOARDS.

I wish to call your attention, in the first place, to the statement so often sent out from this office, namely: That I would recognize the school officials appointed by the Legislature of 1899 until the Courts ordered otherwise. According to the opinion of the Attorney-General, the Supreme Court passed upon the following points, to-wit:

1. "It is held that the County Board of Education, now the Board of School Directors, created under the Act of 1897, was not abolished by chapter 732 of the Acts of 1899."

2. "That the County Commissioners, the Clerk and Register of Deeds had, under the old law, the authority, necessarily and by direct implication, to fill vacancies in the Board of Education, now the Board of School Directors."

3. "That the Old Board of Education, now the Board of School Directors, is a continuing body, at all times qualified to perform the responsible duties imposed upon it."

4. "That the old Board of Education, now called the County Board of School Directors, are not *functi officio*, but still have power to perform the duties prescribed in the Act of 1899."

5. "That vacancies in the Board of Education or School Directors, occuring since the passage of the Act of 1899, are *eo instanti* filled by the appointees under that Act."

I quote again from the Attorney-General as follows: "It now becomes your duty, under the decision of the Supreme Court in the School Cases, to give effect only to Section 6, Chapter 108, Acts 1897, and to recognize the officers therein named and those elected by them, but in every other respect to go forward with the great school work under the Act of 1899." Again he says: "The acts of a *de facto* public officer are valid, so far as they concern the public or third persons, who have an interest in the things done."

The following questions were submitted to the Attorney-General:

First—Where the county boards entered on their record a protest before turning the office over to the board appointed by the Legislature, but entered no suit in the courts to test their legal rights, which is the legal board here?

Second—Where the county board did not enter a protest on the record book, but merely made a verbal protest and withdrew leaving the school affairs in the hands of the board appointed by the Legislature, which is the legal board here?

Third—Where no protest at all was made, and where the old board did not even appear at the office, and the Supervisor turned over the record, books, etc., to the board appointed by the Legislature, which is the legal board here?

In reply to these questions the Attorney-General gives the general rule of law as follows: "A discontinuance of the exercise of official functions in obedience to a statute which is afterward declared unconstitutional during the continuance of the term, will not effect an abandonment."

Again he says: "I do not think the old boards can be taken to have abandoned their offices, even if no protest of any nature whatever was entered, unless you should find as a fact that such a refusal or neglect to perform the duties was wilful."

According to this ruling it becomes my duty to recognize the old boards in every county where said boards request recognition and desire to act, and in all cases where the old boards do not care to resume the duties of the County School Board, the boards appointed by the Legislature will be regarded as the legal Board of School Directors as heretofore.

All the acts of the new boards as *de facto* officers in accordance with the general school law of 1899 are valid.

AS TO COUNTY SUPERINTENDENTS.

The Attorney-General says: "Superintendents selected by the new board, in those counties where the old board retired under your advice, are the legal ones."

The Township Trustees and their official duties are not

affected in any way by the decision of the Supreme Court.

The District Committees and their contracts with teachers are not touched by this decision.

Certificates issued in accordance with the general school law by the County Superintendent, who was elected by the *de facto* board of directors are good for one year from the date of their issue.

In short, the school system will be carried on as it now is except as to questions that may arise relative to the rights of certain individual officers, which can only be determined when all the facts in each case are known.

No one regrets confusion in the operation of the public schools more than myself, and I think I can safely say that no one has labored more earnestly to advoid confusion than myself

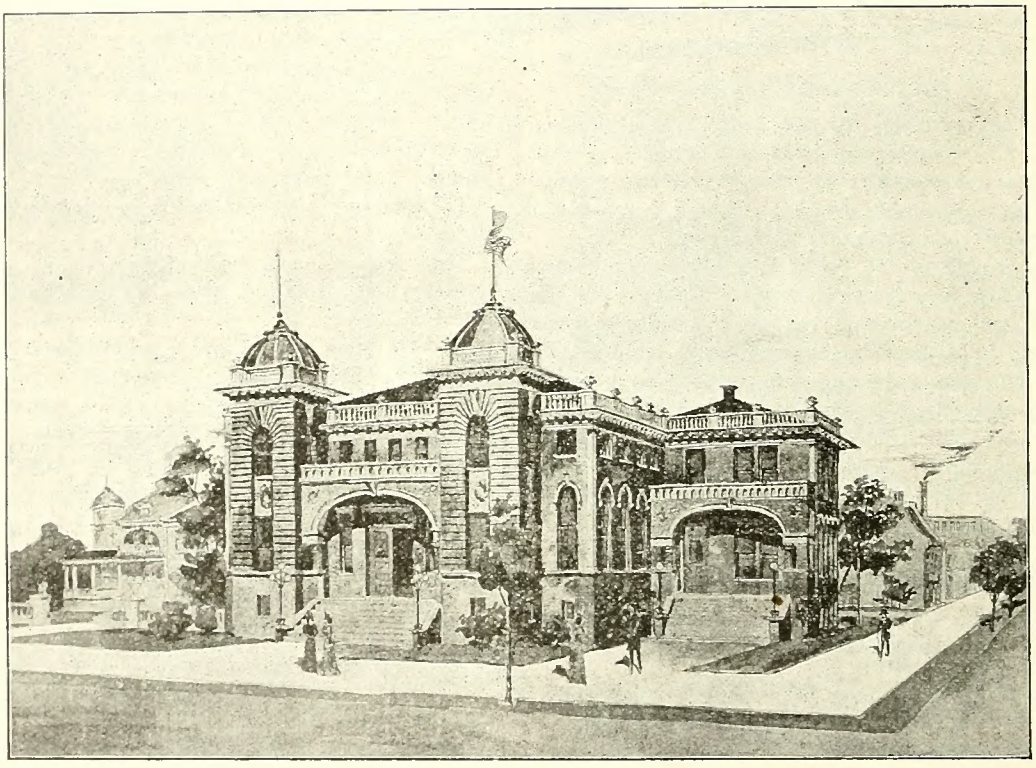
The time must come when the work of public education will be regarded so sacred and of such grave importance that a successful political party will not dare to tamper with its progress; if this time never comes, then the public schools will never accomplish the purpose for which they were established.

Official duties away from Raleigh and serious illness of my mother have caused delay in issuing this letter. Again I have endeavored to get at what is law and what is right in the matters referred to in this letter. If I have failed in either or both of these efforts, the failure has been an honest one.

Yours very truly,

C. H. MEBANE,

Superintendent Public Instruction.



SOUTHERN CONSERVATORY OF MUSIC, DURHAM, N. C.

The Southern Conservatory of Music, Durmam, N. C.

The Southern Conservatory of Music was founded by Prof. Gilmore Ward Bryant, with the financial aid of Washington Duke and his son, B. N. Duke, to meet the demands for a good conservatory in which Southern students may receive a complete and artistic musical education without the expense of going North; and North Carolina is to be congratulated upon having this much-needed addition to her educational equipment.

The Conservatory building is nearing completion and is expected to be ready for occupancy by the first of January.

The building, erected through the munificence of the Messrs. Duke, father ond son, is a magnificent structure. It contains a large auditorium, with a seating capacity of 600, for opera, concert, and oratoria work. The stage is sufficiently large for chorus, orchestra, or opera. The auditorium has a bowl floor and a swinging gallery, both furnished with elegant opera chairs. Running back from the auditorium on the south, is the large practice hall, out of which open the office, four large teaching rooms and twenty practice rooms, ten on each floor. The practice hall and practice rooms have been built especially to enable Mr. Bryant to introduce and carry on that part of a musical education which is most neglected, viz.: playing music at sight. Great results are anticipated by this new departure. The northern wing of the institution consists of a large dining room in the basement, two large parlors and several sleeping rooms on the first floor

with the second floor given up entirely to sleeping rooms, bath rooms, &c. The building, though very large, is only two stories high, therefore there is no danger in case of fire. It is all covered by one roof and, consequently, the pupils are not subject to cold draughts or inclement weather in going from one part of the building to another. It is heated by steam, lighted by electricity, and has all the modern improvements, such as electric clock, electric bells, &c , and the entire bullding is a mondel of convenicnce, elegance and beauty.

The conservatory is supplied with all modern appliances and the best pianos, and the facilities offered are unexcelled. Mr. T. Vernon Darnall, who has studied abroad for several years, and who visited Durham recently, says that, excepting the Stern Conservatory of Berlin and the Leipzig Conservatory, he knows of no institution in Europe or America so well arranged for conservatory work. The conservatory already has more pupils than it can accommdate, and its faculty, which is one of the best, will have to be increased to accommodate the pupils who are applying. Every branch of Musical Education is taught, and the pupils of the Conservatory demonstrate that as thorough and artistic a musical education can be secured here as at any Northern or European conservatory.

The JOURNAL wishes the Southern Conservatory of Music the most abundant success, and hopes that hundreds and thousands of North Carolina youth may take advantage of opportunities offered here. The state owes the Messrs. Duke a debt of gratitude for their liberality in this direction.

THE UTILITY OF EXAMPLE.

ROBERT DICK DOUGLAS, GREENSBORO, N. C.

The teacher who proudly boasts that his god is utility, is nearly always false to the very god he professes to adore. The mind which only sees utility in the study of the material knows not utility in its most far-reaching phase.

The mile posts of a glorious past are the safest guides to an honorable and useful future. And so it is that many of our noblest aspirations and highest aims spring directly from a knowledge and appreciation of what men have done before us.

The youthful mind is sponge like. It greedily drinks in whatever is presented to it; its images are real; for it, the past is present, and its heroes are its guides.

Is it not then of the utmost importance, is it not true utility for us to make our youth conversant with the lives and doings of our great departed? History does not merely point out a goal—it indicates a way. Great and good men have in all ages blazoned paths through the labyrinth of doubt and darkness, and the knowledge of those paths has come down to us; and we in turn should hand that knowledge down to those that are to follow. A people who forget great deeds, a people who arm not themselves with the past in givng battle to the future, deserve the defeat and failure which must inevitably come.

The study of the lives and characters of great and good men is not a vain and foolish thing. The more we know of great men, the better we can become great; the more we know of good men, the easier for us to be good. And greatness and goodness are the only utility.

Some Questions on Home Geography.

What rivers run through your county? Have they falls or rapids where power might be developed? Are they developed?

In what large river basin is your county? Through what streams does the water from your front yard reach the ocean?

What is the character of the soil on your father's farm or near your home? Can you find any relation between the character of the soil and that of the crops?

In what county do you live? What is the county seat? What other towns in your county? Name the adjoining counties, with their county seats and principal towns?

What is the chief industry in your county? Tell what you can about this industry. What are the principal crops? Tell all you can about the growing and harvesting of these crops. For what are these products used? What manufactures are in your town or county? Where do the factories get the raw material? Where do they dispose of the finished product? Tell what you can about the process of manufacture. Compare the prices of the raw material with those of the finished products.

What trees grow in the forests near your home? For what are they used? Which are the most valuable?

What stones and minerals near your home? Bring specimens to school and tell what you can of their uses.

What birds and wild animals have you seen in your county? What do you know of their habits and of their food?

What fishes are found in the streams or sounds of your county?

What is the population of your county? Of your town? What per cent of the population is white? How many people to the square mile in your county?

The Real vs. The Formal in Elementary Schools.

The mind of the young is naturally occupied about persons, animals and things, and by degrees the young acquire knowledge or get ideas on these subjects. But grown people find that knowledge or ideas cannot be put into circulation, so to say, unless we have power over certain symbols. Words are such symbols, and words are acquired by children up to a certain point without effort in connection with the things or notions they stand for. But though spoken language comes thus naturally, and may be left to take care of itself, printed language and written language come only with teaching.

So again counting, such as is wanted for the ordinary life of a child, would come pretty readily, but ciphering or summing, which is really the use of certain symbols, would not come without teaching. We find, then, that the knowledge of things will to some extent come without teaching, but the art of using symbols will not come. We therefore concentrate our teaching on the symbols and let the things take care of themselves. But it is the things, in a broad sense, including living things, that interest children, and when you disconnect the symbols and grind away at them, keep the children, an hour a day saying tables and make it one of the main facts of existence that knock is spelt k-n-o-c-k-, and gnat, g-n-a-t, you are really making the children munch chaff and husks, you are letting the mill grind away with nothing in it.

The old complaint which gave rise to Pope's satire:

> "Thus then since man from beast by word is known,
> Words are man's province, words we teach alone,"

was not more justified by the old Latin and Greek grammar grind in the secondary schools than it is by the devotion to three R's in the primary schools.—*Life and Remains of R. H. Quick.*

What is Teaching?

Is it simply telling? Hardly, for a class may be told something twenty times and over, and then some of the members will not know it. I have known teachers who were brimful of their subject, and who were good talkers; yet, an examination of their classes did not show any improvement in knowledge. Is teaching "Pouring water into an empty vessel?" No; hardly that. While it is true in one sense, that the mind is empty and needs to be filled. yet, unlike the vessel, it is not a passive recipient of external influences. It is itself a living power. The Romans in their word for education (Educere), came very near to an exact definition; yet, even this word falls short of expressing all, for in addition to drawing out, the teacher must also put in. All the power of a Plato or a Socrates would be unavailing in drawing out from a child's mind, knowledge which is not there.

What, then, is teaching? Teaching is causing anyone to know; and no one can be made to know a thing but by the act of his own powers. No one is taught, in fact, unless he is self-taught. The teacher's mission is to cause—to stimulate—this action on the part of the scholar. The means to do this are many, and must be varied according to the wants of the individual to be taught. One only needs to be told, another needs, as far as possible, visible demonstration; but neither ear nor eye nor both are entirely sufficient in the acquisition of knowledge; the power of attention must be cultivated. Attention is the first power of the mind to be aroused.

Now as soon as positive knowledge is once in possession of the mind, something must be done to keep it there. If the mind were simply a vessel to be filled, the process would be complete; but it is not an empty vessel. The teacher must seek not only to get knowledge into the mind, but to keep it there—to guard against a crowding out and overflow, by the inflow of new ideas. In other words, he must cultivate the memory. Teachiug, then, most truly, is a strictly co-operative process. In conclusion, let me say, that learning, so far as the mind of the learner is concerned, is growth; and teaching, as far as the teacher is concerned, is doing what is necessary to cause that growth.—*The Typewriter and Stenographic World, New York.*

.None of the things children are to learn should ever be made a burden to them, or imposed on them as a task. Whatever is so proposed, presently becomes irksome; the mind takes an aversion to it, though before it were a thing of delight or indifferency.—*John Locke.*

There ought very early to be imprinted on the child's mind a true notion of God, as of the independent Supreme Being, Author and Maker of all things, from whom we receive all our good, who loves us and gives us all things.—*John Locke.*

O, little town of Bethlehem,
How still we see thee lie,
Above thy deep and dreamless sleep,
The silent stars go by;

Yet, in the dark street shineth
The everlasting Light;
The hopes and fears of all the years
Are met in thee to-night.

For Christ is born of Mary,
And gathered all above
While mortals sleep, the angels keep
Tneir watch of wondering love.

O, morning stars together
Proclaim the holy birth,
And praises sing to God the King,
And peace to men on earth.

—*Phillips Brooks*

Hark! Hark! O my children, hark!
When the sky has lost its blue,
What do the stars sing in the dark?
"We must sparkle, sparkle through."

What do leaves say in the storm,
Tossed in whispering heaps, together?
"We can keep the violets warm
Till they wake in fairer weather."

What do happy birdies say,
Flitting through the gloomy wood?
"We must sing the gloom away—
Sun or shadow, God is good."

—*Mary Mapes Dodge.*

Current Educational Thought.

SUPT. CHAS. L. COON, SALISBURY, N. C.

The December number of the Review of Reviews has a very readable article by Dr. Albert Shaw on "The School City, A Method of Pupil Self Goveanment." After some introductory remarks, Dr. Shaw says that there are three kinds of knowledge among others that the school ought to promote:

1. It should teach conduct in the ordinary social relations, the principles of practical ethics.

2. It is the duty to play some important part in fitting the child for membership in the great producing community. It is said on this point that a "a successful country teacher will not of necessity turn the district school into an agricultural College; but it is true, nevertheless, that the wise country teacher will so train boys and girls of the district that everything they learn will, in the most important sense, fit them for being better farmers and household economists."

3. It is the duty of the school to rear young citizens.

It is to this last duty that the article directs attention, describing in some detail the work of the "School City" originated by Mr. Wilson L. Gill, who believes "that the making of good citizenship is best promoted by the voluntary exercise of responsibility in helping to shape rules for the common good, and in further endeavoring both to obey and to enforce such rules." Mr. Gill insists that "the school government should be very largely shaped upon methods which would aid the children to develop by practice those habits and aptitudes that would make them excellent citizens of the larger community into which they must enter in after years."

Mr. Gill's plan stated concretely is that the "school shall organize itself voluntarily on self-governing principles, taking as the form of its organization a model provided by the larger government of the city or town or community in which the school is situated." Of course, it is not necessary that the school government should embrace all the details of the local or community organization, but only the main outlines.

Elections, courts, council meetings, and the like, all features of all self-governing communities, may be introduced into the school machinery. Mr. Gill's idea is in active operation in many of the best schools of the country, now as Dr. Shaw's article discloses.

It may be added that every teacher who has ever seriously considered what is to become of his pupils when they leave his school will make an effort to do something which will look to the practical side of the three principles outlined above. If the teacher works along those lines, he must get rid of the idea that reading, writing, arithmetic, and the like are all of school. Teaching books on Civil Government will not make good citizens. There must be something else. Those who are aspiring to give their pupils that something else will find this article helpful and suggestive.

Book Notices.

The American Book Company makes important additions to its High School and College List by the Purchase of the Harper texts.

The enterprise of this great publishing company, which has constantly added to its list of publicatious until it now numbers scores of books on almost every subject in every department of school work, has recently been shown in the purchase of the high school and college text-books heretofore published by Harper & Brothers. The list contains four hundred titles, including important works in literature, history, mathematics, natural scieuce, and ancient and modern languages. The company also aequired in this purchase a large uumber of books soon to be published.

D. Appleton & Co., New York.

MONTAIGNE: THE EDUCATION OF CHILDREN. Selected, translated and annotated by L. E. Rector. Ph. D. Cloth; 191 pages. Price, $1.00.

This is volume 46 of Appleton's famous International Educational Series, in which mauy of the best writings on edueatioual subjects have been published. Locke and Montaigne stood for commou sense in education in a day of pedantry, and the time will not soon come when they may not be read with profit. Mr. Rector seems to have done well this work of selection.

Charles Scribners Sons, New York.

WILD ANIMALS I HAVE KNOWN, with 200 drawings by the author. Being the Personal Histories of Lobo, Silverspot, Raggylug, Bingo, the Springfield Fox, The Pacing Mustang, Wully and Redruff. By Ernest Seaton Thompson, Naturalist to the Government of Manitoba. Illustrated; cloth, gilt top; uncut. 358 pages. $2.00.

Without doubt the work on popular Natural History which has been read in the United States the past year more extensively than any other is this charming book by Mr. Thompson. A naturalist both by inclination and education, an artist by study as well as by nature, and a skilled and pleasing composer, the writer of this work has given to the country a remarkably clever book. The author has been a close observer of the wild life of the western prairies and forests, and that he has succeeeed in getting into

close contact with the detailed life of the wild creatures is evident on every page. The sketch of the old gray wolf, known as Lobo, the king of the Currumpaw, and the histories of the black mustang and of the partridge with the red ruff are the most real and artistic stories of animal life we have ever seen.

E. L. Kellogg & Co., New York.

LECTURES ON MEMORY CULTURE. Dr. Edward Pick, Ph. D., M. A. Cloth; 147 pages. Price $1.00.

There is usually so much of humbuggery about books on memory and memory culture that intelligent people hesitate to buy a book containing any similar title. But here is a book of real worth, by an eminent psychologist who spent his life in the study of this subject, lecturing in the great institutions of learning both in America and England, and receiving the commendations of the greatest psychologists. The system is not based on any artificial Mnemonics but on the natural laws of association of ideas. Prof. Pick has recently died, and the collection of these lectures for publication was his last work. Teachers will want to read the book.

D. C. Heath & Co., Boston.

THE YOUNG CITIZEN. Charles F. Dole. Cloth, 194 pages. Price, 45 cents.

This little book, "dedicated to the boys and girls of America, into whose keeping, as citizens and patriots, will soon be given the welfare of our nation," is one of the most valuable books of its kind we have yet seen. It is not a book on civil government, but on the more important subject of good citizenship; and such subjects as "What Schools and Teachers Are For," "Who Patriots Are," "Dangerous People," "The Laws of Our Land," "Our Public Servants," "The People's Money," "The Taxes, or Sharing and Sharing Alike," "A Model Town," "The Country People," "Our State and Our Governor," "The Head of the Nation," are all treated in a delightfully common-sense manner. The book is intended for home and school; and, if every boy and girl in the country should read it, the nation could not but be purer and better for it.

STEREOSCOPIC VIEWS OF SOLID GEOMETRY FIGURES, with references to Well's Essentials of Solid Geometry. This is a set of 93 cards with the figures of Solid Geometry drawn in white on a black background, and arrayed in pairs for the use of the stereoscope. The cards are about six inches long, the standard length of stereoscopic plates, and three inches wide. Their use cannot fail to be very helpful to those students who have difficulty in seeing the ordinary blackboard drawings as solids. The introductory price of the set of views is 60 cents.

PLUMPTRE'S TRANSLATION OF DANTE. A moderate priced edition of this great work is about to be issued by D. C. Heath & Co., Boston. It is to be in five volumes as follows: Vol. I. Hell; Vol. II, Purgatory; Vol. III, Paradise; Vol. IV, Minor Poems; Vol. V, Studies. The volumes are small, 12-mo, each having a frontispiece.

LES PRECIEUSES RIDICULES. Moliere. Edited with Introduction and notes by Professor W. D. Toy, University of North Carolina.

This book is just coming from the press as one of D. C. Heath & Co.'s series of carefully edited French classical masterpieces.

The American Book Co., New York.

GESCHICHTEN VOM RHEIN, erzaehlt von Menco Stern. Cloth; 272 pages.

Who does not know some of the sweet poetic legends of the Rhine; Bishop Hatto and his Mouse Tower, the Lurelei, and the rest? and who that knows them has not felt their unique charm?.

In this book Prof. Stern has retold about one hundred and twenty-five of these legends in the simplest German prose, making one of the most delightful books for beginners we have seen. The book is well illustrated, and contains a vocabulary, but no notes. The use of the full-page map of the Rhine will help to fix the geography of the lessons in the mind so they will not soon be forgotten.

LA TULIPE NOIRE, by Alexander Dumas, abridged and edited for school use by E. E. Brandon, A. M., Professor of French in Miami University. Flexible cloth; 156 pages. Price, 40 cents.

This delightful story in Dumas' best style has been shortened for elementary classes by omitting such references, historical and other, as are not necessary to an appreciation of the story; which also avoids the necessity of many rules. The press work is in the usual good style of this company.

OUR COUNTRY IN POEM AND PROSE. Eleanor A. Persons. Yonkers Public Schools. Cloth; 204 pages.

This is another of the excellent series of Eclectic School Readings. As its name suggests, the book is made up of selections illustrative of important periods and events in American history. There are more than one hundred selections, more than half of which are poetical. Nowhere else, we believe, can the teacher of history find in such convenient form so much valuable material for use in connection with the regular history lessons. Every teacher of history in elementary schools should have a copy, and there should be at least one copy in every class library.

THE BALDWIN PRIMER. May Kirk. Substantial cloth; 128 pages.

With its hundreds of illustrations; its beautifully, almost perfectly, colored pictures, and its full page reproductions of classic paintings, this is a most delightful book to the eye, and can not fail to please the child. It contains several motion songs and directions for stick laying, drawing and brush work. The sounds of the letters are indicated by alliteration and illustration.

G. W. Henderson & Son, West Cairo, Ohio.

THE SCIENCE AND ART OF PENMANSHIP, A TEXT-BOOK FOR SCHOOLS AND THE HOME. G. W. Henderson, M. D. Cloth; 256 pages. Price, $1.00.

This is an exhaustive treatment of the history, science and art of penmanship. The author, for eighteen years a teacher in the public schools of Ohio, has also written on subjects of physiology and anatomy, and his knowledge of these subjects is made use of in this book.

Agents Wanted for our celebrated school supply specialties and school books including several works **just from the press.** Our **"First Book for Little Folks"** presents in the simplest form the first steps of pupils entering school for the first time. Our **Lakeside Literature Series** consists of *classics* which will cultivate the ear for the music of verse and will stimulate the imagination. **Pollard's Manual** is a teacher's handbook containing the most practical phonic instruction obtainable. **Pollard's Advanced Speller** is the *only* speller which clearly develops the *principles* of syllabication, pronunciation and accent. **The Words of Abraham Lincoln** contains a connected piece of history covering the most important epoch in the history of human freedom.

WESTERN PUBLISHING HOUSE,
CHICAGO.

Every part of the subject is fully analyzed. There are chapters on Position, the Analysis and Synthesis of Letters, Vertical Writing; Movement, with a discussion of the muscles brought into play, Execution, Spacing and Shading; with a supplement on Capitalization, Italicization, Abbreviations, Punctuation, Letter Writing and Business Forms, and a discussion of narcotics in relation to nervous control. The book contains full lists of questions for the review of each chapter. The author believes that writing should be studied in both theory and practice as arithmetic and grammar are studied, and this book is prepared with this in view.

Harper and Brothers, New York and London.

FAVORITE SONGS AND HYMNS, FOR SCHOOLS AND HOME. Edited by J. P. McCaskey. Illuminated cloth; 400 pages.

This handsome volume contains 450 of the world's best songs and hymns, including national songs and many songs of the day; twenty-five responsive scriptural readings; the elements of music; delightful essays on music, and brief accounts of the origin of songs and hymns. It is one of the most complete collection of the best to be had in small compass. The teacher who has this book on her desk will be able to find the best songs for all occasions.

Houghton, Mifflin & Co., New York.

THE FIRST BOOK OF BIRDS. By Olive Thorne Miller. With 8 colored and 12 plain plates and 20 figures in the text. Boston and New York, Houghton, Mifflin & Co. 1899. 12 mo., pp. VIII-149. $1 00.

This is a primary book on birds prepared by one especially adapted for such an undertaking. For a number of years Miss Miller has been an enthusiastic teacher of birds. As the method of writing the book was based on successful experiment in teaching this, doubtless accounts for the merited favor with which the work is being received. Regarding the object for which the volume was intended the author thus speaks in her preface:

"This book is intended to interest young people in the ways and habits of birds, and to stimulate them to further study. It has grown out of my experience in talking to schools. From the youngest kindergarten scholar to boys and girls sixteen and eighteen, I have never failed to find young people interested so long as I would tell them about how birds live. * * * It has, therefore, seemed to me that what is needed at first is not the science of ornithology,—however diluted,—but some account of the life and habits, to arouse sympathy and interest in the living bird, not as a target nor as a producer of eggs, but as a fellow creature whose acquaintance it would be pleasant to make."

The book is written in a simple style and only terms are used which are easily understood. It contains thirty short chapters grouped under four heads, as follows; "The Nesting," "The Bird Grown Up," "How He Is Made," "His Relations to Us." Under the first head the subject of nest, eggs and young birds is discussed. The eight colored plates and the twelve half-tones are reproductions of fairly well mounted birds, and, on the whole, add to the value of the book.

Edwards & Broughton, Raleigh, N. C.

PARSIFAL: A DAY AT THE WAGNER-BAYREUTH FESTIVAL. Mary Narcissa McKinnon.

This is a delightful account of the great opera by one who saw it presented in the Wagner opera house in the little town of Bayreuth. The house was built especially for the presentation of Wagner's operas, the king of Bavaria, Wagner's friend, giving it his patronage and aid. Miss McKinnon was here in August, 1897. After a brief introduction, she tells the story of Parsifal according to the old legend, and then comes an analysis and outline of the text of the opera, so important in all Wagner's works, and a graphic description of the manner of its presentation, both as to the acting and the music. All lovers of Wagner will welcome this little book. There is a full-page picture of the Bayreuth opera house, and three

B. B. JONES, President, E. G. SPINK, V. Pres.

EDUCATE FOR BUSINESS

AT THE

Lexington Business College,

The great Southern Business Educational Institution. Get our Kat-a-Log before considering the advantages of other school. We lead in all that is modern and up-to date.

Address

B. B. JONES, President,

Lexington, Ky.

A NEW MOVE IN THE EDUCATIONAL LINE.

The B. F. Johnson Publishing Company, of Richmond, Virginia, have practically inaugurated a new move in preparing and placing on the market a series of text-books prepared especially with a view to cultivating mind, heart, and body. In establishing their educational department, they laid out definite plans, and in the publication of text-books have insisted that the books prepared by their authors and placed on the market should come within the limits of those well defined plans.

Their first effort was in the line of United States Histories. Mrs. Lee's History proved to be one of the most popular and satisfactory school histories ever published. This was quickly followed by Southern Literature, by Miss Louise Manly, and Southern States of the American Union, by Dr. J. L. M. Curry. Johnson's School Readers, Carr's and Graham's Arithmetics, Hart's Grammars, Smithdeal's Slant Writing Books, the Johnson Vertical Writing Books, Moses' Phonetic Reader, the Carnefix Reading Chart and Duplicate Primer—all were prepared thoroughly in accord with their plan for the cultivation of the intellect, and, at the same time, the highest aims and objects in life are kept in mind and promoted so far as it is practicable in text-books of this character.

For heart culture they have published Shearer's Bible Course Syllabus, by Dr. J. B. Shearer, President of Davidson College, North Carolina, and Manual of Bible Morality by the venerable Dr. Shaler G. Hillyer, of Georgia, who has spent more than forty years of his life in educational work. Other books on this line are in course of preparation.

For physical culture they offer Johnson's Primary Physical Culture and Johnson's Advanced Physical Culture. In these books careful and definite instructions are given for bringing into play every muscle of the body, thus strengthening the mind, broadening and quickening the intellect, and helping to form beautiful and well developed men and women.

For character building they offer the lives of such great and good men as Robert E. Lee, "Stonewall" Jackson, George Washington, etc. For plant study, Little Lessons in Plant Life for Little Children, by Mrs. H. H. Richardson, and "Some Birds and Their Ways," by A. C. Webb. Other books of this character in preparation.

For high school and college work they offer such books as Outlines of German Literature, Baskerville's School Chemistry, Pollard's Literature Tablet, Origin of the Pentateuch, and have now in course of preparation Johnson's English Classics. A number of the most distinguished scholars in the country are assisting in the preparation of these Classics. Besides the seventy books already published on the lines indicated, the Company has now in course of preparation forty or fifty more of the very best text-books, many of them for college and university work as well as for common school work. Prominent among the latter the Johnson Geographies, Johnson's Physiology, Johnson's Music Primer, etc., etc.

This house does not publish a book simply because it pays; they publish only such books as come up to a very high standard of excellence, and are particularly adapted to carrying out the general plans of the Company in endeavoring to publish school and college text-books that will best aid in the cultivation and development of the highest and noblest qualities of mind, heart and body. In this move they cordially invite the co-operation of every educator in the country who feels an interest in the welfare of the rising generation.—*Exchange.*

R. T. WYCHE,

THE STORY TELLER,

is making engagements ahead for story telling in the schools. If you want him any time before June, write him at once. His address is Greensboro, N. C.

full-page photographs of actors and scenes in the play. The book is well printed on extra heavy paper with broad margins, and strongly bound in cloth.

THE CASE OF THE SOUTH AGAINST THE NORTH: OR HISTORICAL EVIDENCE JUSTIFYING THE SOUTHERN STATES OF THE AMERICAN UNION IN THEIR LONG CONTROVERSY WITH THE NORTHERN STATES. Benjamin Franklin Grady. Cloth: 345 pages; price $1.50.

The people not only of the South but of the country at large are indebted to Mr. Grady for his scholarly and conscientious presentatiou of a subject of greatest importance to all who would know the trnth of onr conntry's history. Mr. Grady has made no tirade against the North, nor has he allowed sectional or partisan feelings to "warp him from the living truth." His statements are fair and almost invariably snpported by reference to documeutary evidence. We wish we had space to make a careful review of the book, bnt lacking this, we qnote from the couclusion of Capt. S. A. Ashe's *Review:*

"Mr. Grady's book is dispassionate; clear in statement: methodically arranged; and full of facts bearing on the snbjects discussed. He does not deal mnch in logic—the facts make the argnment. And they are facts that the rising generation shonld be familiar with. The book onght to be on the shelf of every library. It is a valuable addition to the historical literatnre of the country, and we heartily commend it to the attention of the public, and wish it were accessible to all the young men of the Sonth."

University Publishing Co., New York.

LATIN COMPOSITION. Basil L. Gildersleeve, Professor of Greek in the Johns Hopkins University, and Gonzales Lodge, Professor of Latin in Bryn Mawr College. Cloth; 188 pages. Price 75 cents.

A book intended mainly for the first year in college. It consists of two parts. "The first part is a systematic review of the constrnctions of the Verb, arranged in progressive order. The Second part consists of Euglish renderings of passages from approved Latin authors, with notes for translation."

The fact that the Euglish to be put into Latin consists largely of good translations or adaptatious from accepted Latin models marks a valuable feature

SCHOOL BOOKS.

New and second hand. Bought, sold or exchanged. Any School Book at Publishers List Prices Second hand Books, as good as new, at greatly reduced prices. Books sent promptly We pay cash or exchange other books for second hand books Send list of books you wish to sell or exchange. Turn useless books into cash or useful books. We want no torn or out-of-date books. School libraries a specilty, also school desks and supplies. Send for catalogues and price lists, also for sample copy of Dixie Schools

CAROLINA TEACHERS AGENCY,
Greenwood, S. C.

Dixie School Report Cards.

Revised and improved. Attractive and labor saving Each good for 9 months, with all common branches, with two extra spaces, and two examinations, yearly and monthly averages. With banks for names of pupils, teacher, school, and signatures of parents. On fine cardboard, printed on both sides, with a strong envelope for each, printed with blanks for name of school, pupil, teacher, &c. Must be seen to be appreciated. We have sold thousands. Sampes free. Prices, including envelope for each: 100 for 65 cents; 50 for 35 cents; 25 for 20 cents; 12 for 10 cents, postpaid.

Address, DIXIE SCHOOLS,
Greenwood, S. C.

Carolina Teachers Agency.

Established reputation. Seventh year. Business methods. Reasonable terms. Not only recommends, but uses every honorable means of aiding our members. Covers entire South. New Manual free. Positions filled all times of year. F. M. SHERIDAN, Mgr.,
Greenwood, S. C

TEACHERS WANTED

in schools and colleges. Membership free. GUNSTON BUREAU,
Haucock, Maryland.

TRY IT! MARVELOUS SUCCESS!

BALMER & WEBER MUSIC COUPON SYSTEM

BY SENDING 10 CENTS FOR

THESE TWO 'XMAS NURSERY SONGS.

Hark, the Bells are Ringing,
Dear Santa, now Appear.

Also Circular explaining System.

Address the Publishers: **BALMER & WEBER,**
ST. LOUIS, MO.

Established 53 consecutive years.

The Best Christmas Gift of All.

In choosing a Christmas gift for a friend what can afford more present or lasting pleasure than a subscription to THE YOUTH'S COMPANION? The delight with which it is welcomed on Christmas morning is renewed every week in the year. The charm of it is disclosed little by little as the months run their course. There is no household in which it will not prove an inspiration.

Those who wish to present a year's subscriptlon to a friend may also have the beautiful new COMPANION Calendar for 1900 sent with it. This Calendar is a reproduction in twelve color printings of three exquisite designs by a celebrated American artist, a member of the American Water-Color Society. In addition to this all the issues of THE COMPANION for the remaining weeks of 1899 are sent free from the time subscription is received for the new volume.

Illustrated Announcement Number containing a full prospectus of the volume for 1900 sent free to any address.

THE YOUTH'S COMPANION,
203 Columbus Avenue, BOSTON, MASS.

YOU MUST HAVE IT!

No teacher can afford to be without it. No library is complete without it. Every lawyer needs it.

Moore's Library History of North Carolina,

One of the most handsomely printed books ever gotten out. Excellent paper; elegantly bound, in TWO VOLUMES. 1,000 pages of choice reading matter. It is a North Carolina book, written by a North Carolinian, printed and bouud by North Carolinians.

Free Gift. The price of this book was $5.00. We have arranged to furnish it to our subscribers, new snbscribers and old ones renewing, for $3.00, thns giving a year's subscription to the JOURNAL free. Send orders to NORTH CAROLINA JOURNAL OF EDUCATION, Greensboro, N. C.

SCIENCE AND ART OF PENMANSHIP.

A new (1899) and uniqe **TEXT BOOK** for daily use in Class Recitations iu **PENMANSHIP** and cognate snbjects in Public Schools. Lessons may be assigned and recited from day to day, as in Orthography, Geography, Physiology, or any of the common school brauches. The most practical and useful knowledge for every day life. It is teachable; it tells how; it tells why. Ample suggestions, outlines, tables, models, exercises, etc. Over 1,000 questions answered in the text. 250 topics. Ample illustrations. **IT IS WHAT YOU WANT.** Cloth. 256 pages; XI chapters. Adapted to auy aud all systems of copy books. **$1.00 BRINGS IT.** A postal card brings the Table of contents, etc. Transform your classes and renew the iuterests of your pupils. Address all orders for this book to

C. W. HENDERSON & SON,
West Cairo, Allen County, Ohio.

of the work. There is a good English-Latin vocabulary, and notes which are intended to stimulate thought.

SELECTIONS FROM OVID; WITH INTRODUCTION, NOTES AND VOCABULARY. James N. Anderson, M. A., Ph. D. Cloth; 258 pages. Price $1.00.

The text contains 46 pages of selections from the Metamorphoses, and 40 pages from the poet's minor works. In the first the text of Magnus (1896) is followed; in the second that of Sedlmayer (1896). The commentary of 92 pages gives such information as is necessary for an intelligent reading. The selections have been made afresh and contain some not usually found in similar editions.

CICERO'S ORATIONS; WITH INTRODUCTION, NOTES AND VOCABULARY. Robert W. Tunstall, Principal of Norfolk Academy. Cloth; 585 pages. Price $1.20.

This book, containing eleven orations of Cicero, is prepared for use in preparatory classes. The orations are broken up into paragraphs, and a running argument showing the trend of the oration is inserted at the breaks. The book is graded, giving more help on the orations to be read first, and less on those to be read after the pupil is better acquainted with the style and has gained more power in understanding and translating Latin. The ninth Philippic is prepared for sight translation, the vowels being marked and helpful notes being given at the foot of the page. In all other cases the notes are given apart.

All three of these books are beautifully printed and well bound.

THE PEASANT AND THE PRINCE. By Harriet Martineau. Edited with notes and an introduction by Edward R. Shaw, Ph. D., Dean of the School of Pedagogy, New York University.

This is No. 41 of the excellent Standard Literatnre Series published by this company. There are few more charming stories for children; there is no one giving a better picture of the times immediately preceding the French Revolution. As supplementary reading for classes studying this period of French History, it is unsurpassed.

In this edition both the introduction and the notes are very brief. The story is unabridged. The price of the single numbers of the series is 12½ cents; of the double numbers 20 cents. This is a double number containing 183 pages.

C. F. THOMAS,
Job Printer,
GREENSBORO, N. C.

School and Commercial Work a Specialty.

School Catalogues in best style. Prices as low as consistent with good work.

The Journal is a specimen of our work.

Greensboro Nurseries,
GREENSBORO, N. C.
FOR ALL KINDS OF
FRUIT, SHADE and ORNAMENTAL TREES,
Vines and Plants.
JOHN A. YOUNG, Proprietor.

Beautiful Shade Trees.

We have to offer for fall '99 and spring 1900 an unusually fine lot of Shade Trees, especially the beautiful

Silver Leaf Maple and the Carolina and Lombardy Poplars,

in three sizes, 6 to 8 ft., 8 to 10 ft, and 10 to 12 ft. high. All young, thrifty stock, smooth and straight—the kind that grow off promptly and live well. No old, rough, trees. Write to us about Shade Trees you contemplate planting. Order early. If it is

Fruit Trees

you want, write for our free 60 page Illustrated Catalogue, and 40 page pamplet on "How to Plant and Cultivate an Orchard."
Address Promptly

J. VAN LINDLEY NURSERY CO.,
POMONA, N. C.

Southern Railway

THE . . .
STANDARD RAILWAY OF THE SOUTH
The Direct Line to All Points.

TEXAS,
CALIFORNIA,
FLORIDA,
CUBA AND
PORTO RICO.

STRICTLY FIRST-CLASS Equipment on all Through and Local Trains; Pullman Palace Sleeping Cars on all Night Trains; Fast and Safe Schedules.

Travel by the Southern and you are assured a Safe, Comfortable and Expeditious Journey. . . .

APPLY TO TICKET AGENTS FOR TIME TABLES, RATES AND GENERAL INFORMATION, OR ADDRESS

R. L. VERNON, T.P A., Charlotte, N. C.
F. P. DARBY, C. P. & T. A., Asheville, N. C

No trouble to Answer Questions.

Frank S. Gannon, J. M. Culp, W. A. Turk,
3d V. P. & Gen. Man. Traf. Man. G. P. A.
WASHINGTON, D. C,

...GUARANTEED...
BEST AUTOMATIC SELF EJECTING SINGLE BREECH LOADER MADE.

SEND ONE DOLLAR CUT THIS AD OUT and send to us and we will send this New Automatic Ejector Single Barrel Breech Loading Shotgun to you by express, C. O. D., subject to examination. You can examine it at your express office and if found perfectly satisfactory, the handsomest Automatic Ejector Shotgun you ever saw and the grandest BARGAIN you ever heard of, pay the express agent OUR SPECIAL PRICE, **$6.75**

OUR PRICE $6.75



AND EXPRESS CHARGES, LESS THE $1.00 SENT WITH ORDER.
This is the latest and best patent Automatic Ejector Single Barrel Breech Loading Shotgun on the Market. Try it 30 days and if you don't find it as strong a shooter, as long range killer, that it equals in target, penetration, durability and strength any gun made, regardless of price, YOU CAN RETURN IT TO US AT OUR EXPENSE AND WE WILL RETURN YOUR MONEY.
MADE BY THE NEW YORK ARMS CO. from very fine material, finest rolled and blued steel barrels, full choke bored to shoot close and hard for very long range, detachable barrel, fancy walnut stock, pistol grip, fancy butt, rebounding lock, top snap break, frame and trigger guard are case hardened and beautifully finished. AUTOMATIC EJECTOR of the latest type, by which the shell is thrown clear from the gun when you break the gun. 12 or 16-gauge.
OUR SPECIAL $6.75 PRICE is made possible by reason of buying these guns in immense quantities and offering them direct on our one small profit plan. WRITE FOR FREE GUN CATALOGUE. Address,
SEARS, ROEBUCK & CO. (Inc.), CHICAGO, ILL.

In dealing withadvertisers please mention the North Carolina Journal of Eduction.

B. F. Johnson Publishing Company, Richmond, Va.

GRAHAM'S PRIMARY ARITHMETIC, for First, Second and Third Grades. Boards; 68 pages.

GRAHAM'S ELEMENTARY ARITHMETIC, for Fourth and Fifth Grades. Boards; 190 pages. Both books by J. W. Graham.

These books follow the true pedagogical plan of presenting each fundamental principle separately and then giving a sufficient number of examples and problems under each to fix it in the child's mind, before presenting another principle or fundamental process. This gives them a great advantage over many recent books that present all subjects in a jumble after the most acceptable recipe for making boarding-house hash. After the child has learned to count and to write numbers, the basis of progressive mastery of arithmetic must be the principles and processes rather than the size of the numbers used. In these books Addition and Subtraction make up the work for the Second Grade; Multiplication and Division, with their applications in Denominate Numbers and Mensuration, that of the Third and Fourth Grades; Common and Decimal Fractions, that of the Fifth. The examples are plain and simple rather than complex and difficult.

JOHNSON'S PROGRESSIVE VERTICAL WRITING BOOKS. H. A. Warner and J. H. Smith.

This series of six books leads up from the first steps in vertical writing to drill on copy of the proper size for business and correspondence. The forms of the letters are as simple as possible, and there are no unnecessary lines; the letters are open, easily made and easily read. The Vertical writing can no longer be called a fad. It is here to stay, and children yet unborn will count themselves fortunate in that they are free from the

SEND NO MONEY WITH YOUR ORDER, cut this ad. out and send to us and we will send you OUR HIGH GRADE DROP CABINET BURDICK SEWING MACHINE by freight, C. O. D. subject to examination. You can examine it at your nearest freight depot and if found perfectly satisfactory, exactly as represented, equal to machines others sell as high as $60.00, and THE GREATEST BARGAIN YOU EVER HEARD OF, pay your freight agent our Special Offer Price $15.50 and freight charges. Machine weighs 120 pounds and the freight will average 75 cents for each 500 miles. GIVE IT THREE MONTHS' TRIAL in your own home, and we will return your $15.50 any day you are not satisfied. We sell different makes and grades of Sewing Machines at $8.50, $10.00, $11.00, $12.00 and up, all fully described in our Free Sewing Machine Catalogue, but $15.50 for this DROP DESK CABINET BURDICK is the greatest value ever offered by any house.



BEWARE OF IMITATIONS by unknown concerns who copy our advertisements, offering unknown machines under various names, with various inducements. Write some friend in Chicago and learn who are reliable and who are not.

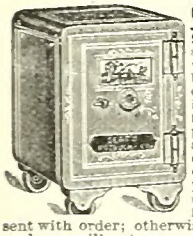
THE BURDICK has every MODERN IMPROVEMENT, EVERY GOOD POINT OF EVERY HIGH GRADE MACHINE MADE, WITH THE DEFECTS OF NONE. Made by the best makers in America, from the best material money can buy.



SOLID QUARTER SAWED OAK DROP DESK CABINET, piano polished. One illustration shows machine closed (head dropping from sight) to be used as a center table, stand or desk, the other open with full length table and head in place for sewing, 4 fancy drawers, latest 1899 skeleton frame, carved, paneled, embossed and decorated cabinet finish, finest nickel drawer pulls, rests on four casters, adjustable treadle, genuine Smyth iron stand. Finest large High Arm head, positive four motion feed, self threading vibrating shuttle, automatic bobbin winder, adjustable bearings, patent tension liberator, improved loose wheel, adjustable pressure foot, improved shuttle carrier, patent needle bar, patent dress guard, head is handsomely decorated and ornamented and beautifully nickel trimmed. GUARANTEED the lightest running, most durable and nearest noiseless machine made. Every known attachment is furnished and our Free Instruction Book tells just how anyone can run it and do either plain or any kind of fancy work. A 20-Years' Binding Guarantee is sent with every machine.

IT COSTS YOU NOTHING to see and examine this machine, compare it with those your storekeeper sells at $40.00 to $60.00, and then if convinced that you are saving $25.00 to $40.00, pay your freight agent the $15.50. WE TO RETURN YOUR $15.50 if at any time within three months you say you are not satisfied. ORDER TO-DAY. DON'T DELAY. (Sears, Roebuck & Co. are thoroughly reliable.—Editor.)

Address, **SEARS, ROEBUCK & CO. (Inc.) Chicago, Ill.**

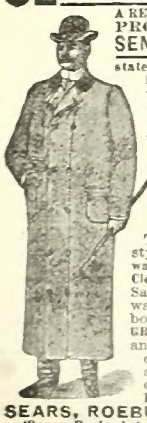


ONLY $5.00

SEND US $5.00 as a guarantee of good faith and we will send you any fire proof safe by freight, C. O. D., subject to examination. You can examine it at your freight depot and if you find it the equal of any fire proof combination lock iron and steel safe made and about one-third the price charged by others for the same size and grade, pay your freight agent our special factory price and freight charges, less the $5.00 sent with order; otherwise return it at our expense and we will return your $5.00. 100-lb. combination lock safes for the home, $6.95; 300-lb. office and store safes, $11.95; 500 lbs., $17.95; 700 lbs., $21.95; 1000 lbs., $28.50; 1250 lbs., $33.50; very large double outside and double inside door safes for large business, factory, jewelry or bank, 50 inches high, 2400 lbs., $63.75; 68 inches high, 3000 lbs., $89.75. Freight averages 25 cents per 100 lbs. for 500 miles; for 1000 miles, 40 cents. WRITE FOR FREE SAFE CATALOGUE and special liberal C. O. D. offer.

SEARS, ROEBUCK & CO. Chicago.

$2.75 BOX RAIN COAT



A REGULAR $5.00 WATERPROOF MACKINTOSH for $2.75

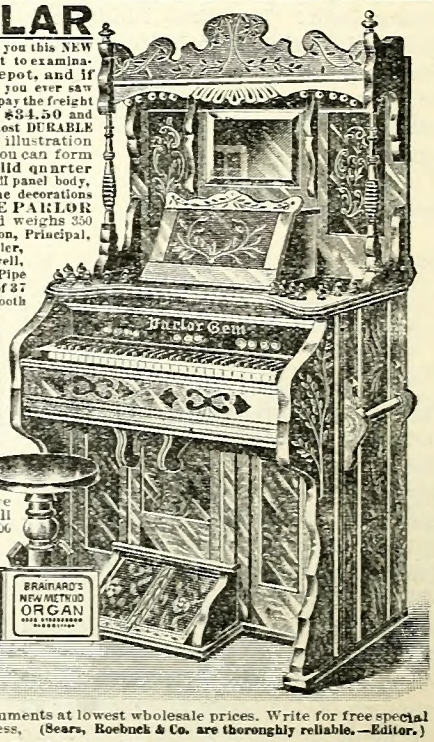
SEND NO MONEY. Cut this ad. out and send to us, state your height and weight, state number of inches around body at breast, taken over vest under coat, rise up under arms, and we will send you this coat by express, C. O. D., subject to examination. Examine and try it on at your nearest express office, and if found exactly as represented and the most wonderful value you ever saw or heard of, and equal to any coat you can buy for $5.00, pay the express agent OUR SPECIAL OFFER PRICE, $2.75, and express charges.

THIS MACKINTOSH is latest 1900 style, easy fitting, made from heavy waterproof, tan color, genuine Davis Covert Cloth; full length, double breasted, Sager velvet collar, fancy plaid lining, waterproof sewed seams. Suitable for both Rain or Overcoat, and guaranteed GREATEST VALUE ever offered by us or any other house. For Free Cloth Samples of Men's Mackintoshes up to $5.00, and Made-to-Measure Suits and Overcoats at from $5.00 to $10.00, write for FREE SAMPLE BOOK No. 90E. Address,

SEARS, ROEBUCK & Co. (Inc.) CHICAGO.
(Sears, Roebuck & Co. are thoroughly reliable.—Editor.)

SEND US ONE DOLLAR

Cut this ad. out and send to us with $1.00, and we will send you this NEW IMPROVED PARLOR GEM ORGAN, by freight C. O. D., subject to examination. You can examine it at your nearest freight depot, and if you find it exactly as represented, the greatest value you ever saw and far better than organs advertised by others at more money, pay the freight agent OUR PRICE $35.50, less the $1.00 deposit, or $34.50 and freight charges. THE PARLOR GEM is one of the most DURABLE AND SWEETEST TONED instruments ever made. From the illustration shown, which is engraved direct from a photograph you can form some idea of its beautiful appearance. Made from solid quarter sawed oak or walnut as desired, perforated key slip, full panel body, beautiful marquetry design panels and many other handsome decorations and ornaments, making it the VERY LATEST STYLE. THE PARLOR GEM is 6 feet high, 42 inches long, 23 inches wide and weighs 350 pounds. Contains 5 octaves, 11 stops, as follows: Diapason, Principal, Dulciana, Melodia, Celeste, Cremona, Bass Coupler, Treble Coupler, Diapason Forte and Vox Humana; 2 Octave Couplers, 1 Tone Swell, 1 Grand Organ Swell, 4 Sets of Orchestral Toned Resonatory Pipe Quality Reeds, 1 Set of 37 Pure Sweet Melodia Reeds, 1 Set of 37 Charmingly Brilliant Celeste Reeds, 1 Set of 24 Rich Mellow Smooth Diapason Reeds, 1 Set of Pleasing Soft Melodious Principal Reeds. THE PARLOR GEM action consists of the Celebrated Newell Reeds, which are only used in the highest grade instruments; fitted with Hammond Couplers and Vox Humana, also best Dolge felts, leathers, etc., bellows of the best rubber cloth, 3-ply bellows stock and finest leather in valves. THE PARLOR GEM is furnished with a 10x14 beveled plate French mirror, nickel plated pedal frames, and every modern improvement. We furnish free a handsome organ stool and the best organ instruction book published.



GUARANTEED 25 YEARS. With every PARLOR GEM ORGAN we issue a written binding 25-year guarantee, by the terms and conditions of which if any part gives out we repair it free of charge. Try it one month and we will refund your money if you are not perfectly satisfied. 500 of these organs will be sold at $35.50. ORDER AT ONCE. DON'T DELAY.

OUR RELIABILITY IS ESTABLISHED If you have not dealt with us ask your neighbor about us, write the publisher of this paper or Metropolitan National Bank, or Corn Nat. Bank, of Chicago; or German Exchange Bank, New York; or any railroad or express company in Chicago. We have a capital of over $700,000.00, occupy entire one of the largest business blocks in Chicago, and employ nearly 2,000 people in our own building. WE SELL ORGANS AT $22.00 and up; PIANOS, $115.00 and up; also everything in musical instruments at lowest wholesale prices. Write for free special organ, piano and musical instrument catalogue. Address, (Sears, Roebuck & Co. are thoroughly reliable.—Editor.)

SEARS, ROEBUCK & CO. (Inc.), Fulton, Desplaines and Wayman Sts., **CHICAGO, ILL.**

Spencerian slants, shades and supposed ornamental curves. Probably no educational reform has made more rapid progress than this of vertical writing. These books will do their part in making its use in our schools universal.

BOBBIE. By Kate Cairns, and illustrated by M. M. Dashiell. 134 pages, extra heavy paper, and neatly bound in cloth.

This is a charming story, "In memory of the Days that are no more." Bobbie is the bright son of an aristocratic Virginia family, who reached manhood just at the time when Virginia was calling for all the noble manhood within her borders to give their strength, and life if need be, for her defense. Dorothy, the beautiful and spirited daughter of a neighbor, is almost the same age as the tall young man, whose companion she has been from childhood. The setting is a good picture of the 'old time' South and of the desolation of the early sixties. The style is simple and direct, the illustrations are artistic. To learn more of Bobbie and Dorothy, read the book.

The North Carolina Journal of Education.

Unsurpassed in the Southern States.

Price $1 a year. Subscribe now.

ARE YOU SATISFIED WITH YOUR PRESENT INCOME?

If you are earning less than $75.00 per month and appreciate an independent position at which you can earn $150.00 and expenses per month (and many of our active men make more) you should communicate with us immediately.

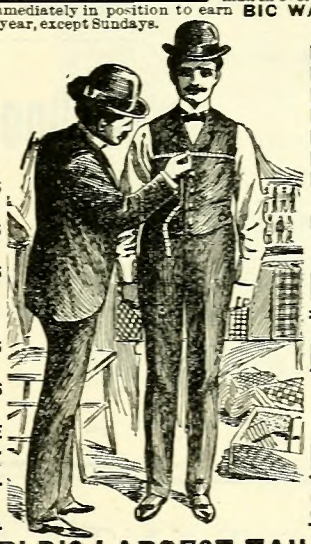
IT COSTS YOU NOTHING TO WRITE US AND LEARN OF THE EXCEPTIONAL OPPORTUNITY WE OFFER TO THE RIGHT MAN.

WE WANT MEN EVERYWHERE. We want an active, industrious, reliable salesman in every town. We furnish FREE OF CHARGE everything required to place you immediately in position to earn BIG WAGES at high grade employment and keep you busy every day in the year, except Sundays.

Men in Every Walk of Life

AGENTS OF SUNDRY ARTICLES
INSURANCE AGENTS
BOOK CANVASSERS
NURSERY STOCK AGENTS
FARM MACHINERY AGENTS
Clerks in General Stores
FACTORY FOREMEN
MERCHANTS
TRAVELING SALESMEN
SCHOOL TEACHERS, MINISTERS
AND MEN WHO HAVE HAD
NO PREVIOUS EXPERIENCE

ARE ON OUR LISTS OF SUCCESSFUL AGENTS.



NO MONEY
NO CAPITAL
NO EXPERIENCE
NO EXPENSE
NO INVESTMENT
NO RISK
NO COMMISSION PLAN
NO HOUSE-TO-HOUSE CANVASS

NO COMPETITION

NO MORE TIME and attention than you would put in to make a living at anything, will make for you

NO LESS THAN $5.00 A DAY SURE.

WE ARE THE WORLD'S LARGEST TAILORS. We buy our cloth direct from the LARGEST AMERICAN AND EUROPEAN MILLS. We control the entire output of several of these mills. We own our materials at the lowest possible cost, and operate the most extensive and economic tailoring plant in existence, and cut to measure and make to order Suits and Overcoats from $5.00 to $15.00 (mostly $5.00 to $10.00). Pants from $1.50 to $5.00. Fancy Vests from $2.00 up. The days of ready-made clothing are numbered. AT THESE PRICES everyone will prefer to have his garments cut to his measure and made to his order. NO DIFFICULTY IN GETTING ORDERS.

OUR PLAN. If your references are satisfactory we start you out at once. We furnish you FREE a complete AGENTS' SAMPLE BOOK AND OUTFIT. Our large, handsome, leather-bound Sample Book contains our entire line of Suitings, Overcoatings, Trouserings and Vestings; full instructions for taking measurements (which you can learn in 5 minutes from the large photographic illustrations in the book), colored lithographed fashion plates, full description of the material underneath each sample, and prices left blank for you to fill in, fixing your profit to suit yourself. This Sample Book is put up in a Fine Canvas Carrying Case, which also contains Tape Measure, Order Blanks, Business Cards, Stationery, Advertising Matter and Agents' Guide and Instruction Book, with Net Confidential Price List, also complete "Salesman's Talk." Our instructions are so plain, our suggestions to the salesman so thorough that anyone can immediately make a success of the work. You require nothing. Just take the orders, send them to us, we make the garments promptly and send them by express C. O. D., subject to examination, and if not perfectly satisfactory they can be returned to us at our expense. Neither the agent nor his customer assumes the slightest risk. We take all the chances of the transaction. We either ship direct to your customers, collecting your full selling price and send you weekly check for all your profit; or, if you prefer, we ship direct to you at your net confidential price, allowing you to make your own collections. You can add a liberal profit to your confidential price.

NEARLY ALL OUR MEN MAKE $40.00 EVERY WEEK IN THE YEAR.

THE OUTFIT IS ABSOLUTELY FREE. We make no charge for our complete Agent's Sample Book and Outfit, but in order to protect ourselves against many who might impose on us by sending for the outfit (which costs us between $5.00 and $6.00), with no intention of working, but merely out of idle curiosity, we require each applicant to fill out the blank lines below, giving references, and further agree to pay a temporary deposit of One Dollar and express charges for the outfit when received, if found exactly as represented and really a big money maker. While this nominal deposit of $1.00 for the outfit is not one-fifth of its cost it insures the good faith of applicants, and we promptly refund your $1.00 as soon as your sales amount to $25.00, which amount you can take the first day out.

AMERICAN WOOLEN MILLS CO.

REFERENCES: Corn Exchange National Bank; Any Express or Railroad Company; Any business man or resident } OF CHICAGO.

Fill out the following lines carefully, sign your name, cut out and send to us, and the outfit will be sent you at once.

AMERICAN WOOLEN MILLS CO., West Side Enterprise Building, CHICAGO, ILL.

GENTLEMEN:—Please send me by express, C. O. D., subject to examination, your Sample Book and Complete Salesman's Outfit, as described above. I agree to examine it at the express office and if found exactly as represented and I feel I can make good big wages taking orders for you, I agree to pay the express agent, as a guarantee of good faith, and to show I mean business (merely as a temporary deposit), One Dollar and express charges, with the understanding that the One Dollar is to be refunded to me as soon as my sales have amounted to $25.00. If not found as represented and I am not perfectly satisfied I shall not take the outfit or pay one cent.

..... Sign your name on above line.

..... Name of Postoffice, County and State on above line.

Your age.....

Married or single.....

Address your letters plainly to .....

..... On above two lines give as references, names of two men over 21 years of age who have known you one year or longer.

..... In above line give name of your nearest express office.

AMERICAN WOOLEN MILLS CO., West Side Enterprise Bldg., CHICAGO, ILL.

(American Woolen Mills Co. are perfectly responsible, we know them personally.—Editor.)

$1.98 BUYS A $3.50 SUIT



3,000 CELEBRATED "NEVERWEAROUT" DOUBLE SEAT AND KNEE, REGULAR $3.50 BOYS' TWO-PIECE KNEE PANTS SUITS AT $1.98. A NEW SUIT FREE FOR ANY OF THESE SUITS WHICH DON'T GIVE SATISFACTORY WEAR. SEND NO MONEY, cut this ad. out and send to us, state age of boy and say whether large or small for age and we will send you the suit by express, C. O. D. subject to examination. You can examine it at your express office and if found perfectly satisfactory and equal to suits sold in your town for $3.50, pay your express agent our Special Offer Price, $1.98, and express charges. THESE KNEE PANT SUITS are for boys 4 to 15 years of age and are retailed everywhere at $3.50. Made with DOUBLE SEAT and KNEES, latest 1900 style as illustrated, made from a special heavy weight, wear-resisting, all-wool Stanton Cassimere, neat, handsome pattern, fine Italian lining, genuine Graydon interlining, padding, staying and reinforcing, silk and linen sewing, fine tailor-made throughout, a suit any boy or parent would be proud of. FOR FREE CLOTH SAMPLES of Boys' Clothing for boys 4 to 19 YEARS, write for Sample Book No. 95K, contains fashion plates, tape measure and full instructions how to order. Men's Suits made to order from $5.00 up. Samples sent free on application. Address,

SEARS, ROEBUCK & CO. (Inc.), Chicago, Ill.

(Sears, Roebuck & Co. are thoroughly reliable.—Ed'tor.)

ONLY $2.75



SEND NO MONEY. Cut this ad. out, and send to us, state your weight and height, also number of inches around body at bust and neck, and we will send this BEAUTIFUL FUR TRIMMED BEAVER CLOTH CAPE to you by express, C.O.D., subject to examination. You can examine and try it on at your nearest express office and if found perfectly satisfactory, exactly as represented and the most wonderful value you ever saw or heard of, pay the express agent our special offer price $2.75, and express charges. Express charges will average 40 to 60 cents for each 1,000 miles. THIS CAPE IS LATEST STYLE FOR FALL and WINTER, made from an extra fine and heavy all wool black or blue genuine Raritan Beaver cloth, 27 inches long, very full sweep, 13-inch nipper cape, extra full. Upper cape and large storm collar, beautifully trimmed with black Raltie seal fur; upper cape trimmed with three rows and collar with two rows of fine mohair braid; cloth button ornaments. This cape is fine tailor made throughout and equal to capes that sell at more than double the price. Write for free Cloak Catalogue.

SEARS, ROEBUCK & CO., CHICAGO

(Sears, Roebuck & Co. are thoroughly reliable—Editor.)

Normal and Collegiate Institute,

Asheville, N. C.

Under care of Northern Presbyterian Church, second term opening February 1st, 1900.

Offers to young women four thorough courses of study,

Under fifteen teachers and officers who are experts.

Site unrivaled for healthfulness and beauty.

State exempts graduates from Teacher's Examinations.

Board and Tuition $100 per year, or $50 per term or half year.

For cataloge, address

Rev. Thomas Lawrence, D. D.

Guilford College.

5 LARGE BUILDINGS.

Total Expenses for year, $133; can be easily reduced to $90.

L. L. HOBBS, President.

For Catalogue address,
GEO. W. WHITE, Treas.,
Guilford College, N. C.

Books for Christmas!

We are now showing for the Christmas trade the fullest and best selected line of books of all kinds to be seen in the State. We hope the *Teachers* particularly can call on us in person for the books needed as GIFT BOOKS and otherwise, but if you cannot, send in your orders early and you shall have the pick of the stock and at a good discount for *Teachers*. Special prices to libraries. Send for new catalogue.

ALFRED WILLIAMS & CO.,

BOOKSELLERS,

RALEIGH, - - - - - - - - North Carolina.

School Desks, Black Boards, Maps,

GLOBES, CHARTS, CRAYON, ERASERS, Etc.

We deal in everything used in the school-room except books. Send for catalogues and quotations on whatever you want.

CHARLES J. PARKER,

RALEIGH, N. C.

IMPORTANT ANNOUNCEMENTS

Carpenter's Geographical Reader--South America. - - - $0.60

A personally conducted tour through the most characteristic parts of the Continent. Children visit the different countries and observe the people in their homes and at their work. They learn much of the natural wealth of the countries, of the curious animals of the different zones, and of the wonderful flowers and trees of the tropics.

The Baldwin Primer. $0.30

This is unquestionably the most beautiful child's primer ever published. The lessons have been prepared in accordance with the well-established principles of mental science and child study together with those of progressive expansion. Besides reading the book contains lessons in stick laying, paper folding, modeling, and songs.

The American Book Company announce that they have purchased the high school and college text-books formerly published by Messrs. Harper and Brothers, and invite correspondence pertaining to the introduction and supply of these books.

Persons's Our Country in Poem and Prose, $0.50

This volume contains a collection of bright, inspiring reading which is designed to stimulate the pupil's interest in the study of History. It consists of selections from the works of our most famous authors, poets, and statesmen, concerning some of the greatest events in the history of our country.

Pyle's Prose and Verse for Children. $0.40

Designed to awaken the child's interest and cultivate his imagination. The selections are classified according to the months, beginning with September, and will not fail to hold the child's attention. The vocabulary is unusually large and the illustrations especially interesting.

Send for full information and descriptive circular regarding these books.

AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA PORTLAND, ORE.

NORTH CAROLINA

Journal of Education.

VOL. III. GREENSBORO, N. C., JANUARY, 1900. NUMBER 6.

The greatest and most important difficulty of human effort is the training and education of children.

Where children find their duty, let them find their pleasure also.

It is a sign of noble and undaunted spirit to know how far to condescend to childish proceedings, how to guide them.

Much time is wasted in trying to teach children things for which, by their natural constitution, they are totally unfit.

Though I could make myself feared, I would much rather make myself beloved.

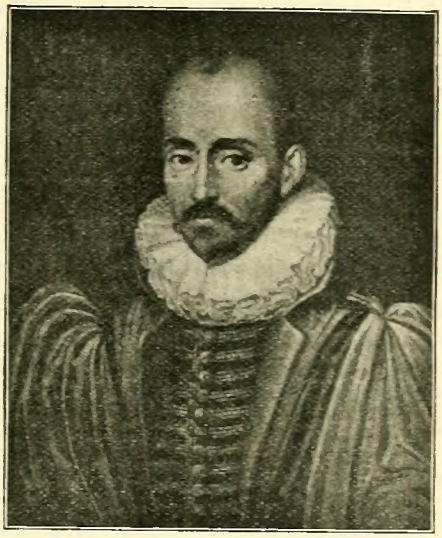
The beautiful souls are those that are universal, open and ready for all things,—if not taught, at least capable of being taught.

The most certain sign of wisdom is continued cheerfulness.

I believe with Plato, that children are to be placed in life not according to the condition of the father, but according to their own capacity.

I would have the child's manners, behavior, and bearing, cultivated at the same time with his mind. It is not the mind, it is not the body we are training: it is the man, and we must not divide him into two parts. Plato says we should not fashion one without the other, but make them draw together like two horses harnessed to a coach.

I think, the first doctrines with which one seasons his understanding ought to be those that rule his manners and direct his sense; that teach him to know himself, how to live and how to die well. Among the liberal studies let us begin with those that make us free.



MICHEL (EYQUEM) DE MONTAIGNE.

BORN FEBRUARY 28, 1533; DIED SEPTEMBER 11, 1592.

BURIED IN THE COLLEGE CHAPEL AT BORDEAUX.

MONTAIGUE AND LOCKE ARE THE GREAT APOSTLES OF COMMON SENSE IN PHILOSOPHY AND EDUCATION.

I would have the tutor make the child examine and sift all things, and harbor nothing in his head on trust.

I condemn all violence in the education of a gentle soul that is designed for honor and liberty. I am of the opinion that what can not be done by reason, prudence and tact, is never to be effected by force.

Away with this violence! Nothing, I believe, more dulls and degenerates a well-born nature. If you would have a child fear shame and punishment, do not harden him to them. * * A pretty way it is to tempt these tender and timorous souls to love their books—a furious countenance, rod in hand! O wicked and pernicious manner of teaching! * * How much more respectable it would be to see our class-rooms strewn with green boughs and flowers than with bloody birch rods. Were it left to my ordering, I would paint the school with pictures of joy and gladness, Flora and the Graces.

SOME NEW LATIN BOOKS.

SELECTIONS FROM OVID. By JAMES N. ANDERSON. M. A, Ph. D., author of "On the Sources of Ovid's Heroides." In two parts: I. Selections from the Metamorphoses: II. From the other works of Ovid. Judicious and helpful commentary. Vocabulary. x and 258 pages. Price, $1.00.

CICERO'S ORATIONS. By ROBERT W. TUNSTALL, Principal of Norfolk Academy, Norfolk, Va. Es entially a teacher's and pupil's book, having all the qualities to make it thoroughly "teachable." Various fresh features of helpful stimulating interest xxix and 585 pages. Price, $1.20.

LATIN COMPOSITION. By Professors GILDERSLEEVE and LODGE. Designed for use of freshmen at college or the highest classes of preparatory schools. Has original features of marked interest and value. 192 pages. Price, 75 cents.

GILDERSLEEVE'S LATIN GRAMMAR, School Edition. By Professors GILDERSLEEVE and LODGE. Prepared in response to the demand for a briefer Latin Grammar based on the Gildersleeve Lodge work of 1894. Has about three-fifths as many pages as the large grammar, and so not abridged to a skeleton. Still suited to serve the average student thoughout his course in school and college. The section numbers are the same as in the larger Grammar. vi and 330 pages. Price, 80 cents.

A FIRST BOOK IN LATIN. By CHARLES W. BAIN, late Head Master of the Sewanee Grammar School in the University of the South, Professor in South Carolina College. Easy Gradation— Well arranged exercises—Short Vocabularies—Practical and stimulating notes—Reading Lessons. Vocabulary. x and 335 pages. Price, 75 cents.

How do these books stand the test of use in the class room? W. Gordon McCabe, Head Master of the University School, Richmond, Va., writes of the Cicero:

> I have been unwilling to write you in regard to your edition of "**Eleven of the Orations of Cicero**" until I had given the book the only test worth anything—the test of actual work in the class room.
>
> This I have done, and my deliberate judgment is that it is the best working edition, English or American, of Cicero's Orations that we now have.
>
> It is an honest piece of work from beginning to end, and evidences on every page a delicate mastery of the niceties of Latin syntax, happily blended with a keen insight into the practical needs of an intelligent and earnest student.
>
> The highest proof I can give you of the sincerity of my appreciation of your work is my decision to adopt it here in preference to the excellent edition of the Orations which I have been using for several years.

These books are issues of the **Gildersleeve-Lodge Latin Series**, under the editorial supervision of Basil L. Gildersleeve, Professor of Greek, Johns Hopkins University, and Gonzales Lodge, Professor of Latin, Bryn Mawr College; with the cooperation of Moses S. Slaughter, Professor of Latin, University of Wisconsin, and Thomas Fitz-Hugh, Professor of Latin, University of Texas.

Correspondence invited. Address—

UNIVERSITY PUBLISHING CO.,

43-47 East 10th Street, New York.

North Carolina Journal of Education.

Devoted to Education in North Carolina and the South.

VOLUME III. JANUARY 1900. NUMBER 6.

North Carolina Journal of Education.

Entered as Second-Class Matter at the Post Office at Greensboro, North Carolina.

PHILANDER P. CLAXTON,
Professor Pedagogy State Normal and Industrial College,
EDITOR AND MANAGER.

Published monthly at Greensboro, N. C.
SUBSCRIPTION, $1.00; SINGLE NUMBERS, 10 CENTS.
In ordering paper give name, postoffice, county and state.
Remittances should be made by money order, express order or bank draft, payable to North Carolina Journal of Education,
Personal checks should not be sent for sums less than $1.00.
Stamps, one and two cents, taken for $1.00 or less.
Address NORTH CAROLINA JOURNAL OF EDUCATION. Greensboro, N. C.

Erratum.

On page 14, first column, third line from the top, of the December JOURNAL, Miss McLoud is made to say "from a four-inch cube I can cut eight one-inch cubes." For "four-inch" read "two-inch," and so in the next paragraph.

The Normal and Industrial College.

All the work of disinfecting and perfecting the sanitary arrangements of the Normal and Industrial College has been done according to the most competent experts and in the most exhaustive manner, and the school will reopen Jan. 30, to continue to June 19. We feel sure there is now no more danger from fever here than at any other place in the state, and the old students may return and new ones enter without fear in this direction. The indications now are that there will be a large attendance.

A recent law levies an annual tax of one mill on all the taxable property of the state for the support of the University of Nebraska. This gives the university about $170,000 a year. A similar tax for the university, the Normal and Industrial Colleges, and the Agricultural and Mechanical Colleges of North Carolina would give them about $260,000 annually. They now receive from the state about one-third this amount. Which policy is wiser, ours or that of Nebraska?

The Meeting of City Superintendents.

[We are indebted to Supt. W. C. Lane, Secretary of the Association, for the following account of this meeting. Every teacher in the state will be interested in it.]

The fourteenth annual session of this association convened in Raleigh on the 27th day of last month. Superintendent E. P. Mangum, of Wilson, presided.

The meeting was successful in every way. The usual number of members in attendance was greatly increased this year by the presence of many young superintendents. The work of the meeting, both the papers and free discussion of important subjects, as well as the inspiration of close professional fellowship, was very profitable.

Following is the program: Opening address, "The Educational Progress of the State during 1898-1899," President E. P. Mangum; Reports from the Schools, by the Superintendents; "A Discussion of Certain Ideas of Discipline," J. D. Eggleston, Jr., of Asheville; "The Influence of the City Schools on Public Education in North Carolina," Prof. M. C. S. Noble of the University; "Self-Government as Applied to Schools," J. I. Foust, of Goldsboro; "Public Libraries," Geo. T. Winston, President of the College of Agriculture & Mechanic Arts; "Articulation by Grades," E. P. Moses, of Raleigh; "The Relation of the High School, the Academy and the University," E. A. Alderman, President of the University.

The educational progress of the state during the year of 1898-'99, said Superintendent Mangum, has been full of victories for the principle of local taxation for public schools. People in every section of the state have sought to improve their educational facilities by following the examples of the large towns in voting a special tax for graded schools. To this movement are due the graded schools of Albemarle, Henderson, Kinston, Mt. Airy, New Bern, Waynesville and Washington. There has been on educational awakening among the people.

The reports of the superintendents on the condition of the schools under their supervision elicited much interest and discussion. Favorable reports were received from the new schools at Albemarle, Fayetteville, Henderson, Kinston and New Bern.

The graded school at Albemarle, though the smallest in the state, has nine grades and will soon move into a handsome new building. The enrollments of the schools at Kinston and New Bern are large and indicative of strong public support. The schools at Henderson and Fayetteville have also made good beginnings and hope soon to receive the benefits of special taxation. The report of Superintendent Matherson on the courses of manual training in the Durham schools was very instructive. Wood carving is taught by a special teacher throughout the white schools. Cooking and sewing are taught in the colored school at an initial cost of $300 and at seven dollars a month. Superintendent Moses called attention to his new method of relieving primary teachers in the Raleigh schools from the burden of over enrollment, i. e., by building small rooms adjacent to the large rooms for the primary pupils, and then allowing the students of his training class to teach some of the primary classes in them. This method is working excellently. An increase in the rate of local taxation was reported from Asheville and Durham. Raleigh has expended $50,000 for school buildings and equipment, and the erection of buildings was also noted for Greensboro, Durham and Albemarle. The condition of the city school system as thus gleaned from these reports is excellent, and the outlook for 1900 is full of promise.

The paper of Superintendent J. D. Eggleston, Jr., on "Certain Ideas of Discipline," was thoughtful and exhaustive. All arbitrary methods of discipline must fail, said the writer, as discipline is attained only by a right relation existing between the personalities of the pupil and the teacher. Ever striving to exert the influence of a strong personality on the imperfections of the pupil's nature and to fit him for usefulness in life, the teacher must lead the pupil to recognize his duties as well as his rights and fit him for commanding by teaching him to obey. The teacher must use every effort to awaken the interest of his pupils, but he must not be led by kindness into sentimentalism; he must be strict in enforcing order and diligence. Sentimentalism is the bane of modern education.

Prof. M. C. S. Noble made an excellent address showing the influence which the city schools and those connected with them have had on public education in North Carolina.

"Self-Government as Applied to Schools," the paper of Superintendent Foust, dealt interestingly with a successful experiment which was recently made in the eighth grade of the Goldsboro Schools. The plan in use is an adapttaion of the Ray system of school government.

The address of President Geo. T. Winston on "Public Libraries," produced great interest in the subject and merited the action of the Association in asking for its publication.

In speaking of "Articulation by Grades," Superintendent Moses outlined a very practical method, which he employs in the Raleigh schools for correlating spelling and reading in such a way as to save much repetition in spelling. The words of the readers are classified and used instead of spelling books.

There were free and profitable discussions on all the papers of the programme.

The interest of the meeting resulted in the adoption of important plans for the next session. Committees were appointed as follows: 1. To report on a plan for school-room decoration; 2, To report on the selection of books for school libraries; 3. To investigate the movement for public libraries; 4. To investigate and report on the qualification and preparation of teachers; 5. To devise a uniform course of study for the city schools of North Carolina.

A resolution was passed expressing sympathy for the officers of the Normal and Industrial College at Greensboro, and for the students and their relatives who have been so heavily bereaved.

Officers for the ensuing year were elected as follows: President, G. A. Grimsley, of Greensboro; Vice-President, J. I. Foust, of Goldsboro; Secretary, W. C. Lane, of Albemarle.

Class Legislation.

On January 8th, a resolution was introduced in the legislature of Mississippi to amend the constitution so as to require the public school funds of the state to be divided between the races in such a way as to give to the white schools all the money paid by the white people and to the negro schools only that part of the fund paid by the negroes. It would be equally just, and just as good policy, to divide the white people into two classes—those who pay tax on more than $300 worth of property, and those who pay on less than this amount—and make each class pay for its own schools; for there can be no other reason for such a division between the negroes and the whites than that of difference in aver-

age wealth. And, doubtless, such a division would be acceptable to some wealthy people. But the public school idea is more democratic than that. It must include all or fail. Should this resolution become a part of the fundamental law of the state, then will Mississippi have cause to curse the day, and pray that January 8th, 1900, might have been blotted out of the calendar.

Much more than half the population of Mississippi are negroes. In their thirty-five years of freedom and almost universal ignorance they have not accumulated property enough to enable them, alone, to educate their children, and if left to themselves, as proposed in this resolution; they can but relapse into the total ignorance of '65, but without the training and the industrial and moral education given by masters and mistresses in the days of slavery. This last was a powerful force for good in the earlier years of emancipation, but it is now gone forever and can be replaced only by the education of the schools.

No state in which more than half its citizens, with or without the ballot, are ignorant and vicious and poor and shiftless and unaspiring, with no chance of light or the implanting of nobler sentiments, can expect to be great or prosperous in any respect. Nor can we imagine any inducements strong enough to cause a white man to desire to live with his family in such a state. Enhancement in property values would be impossible. Eight hundred thousand illiterate slaves might not be a menace to a society of six hundred thousand white people, their masters, but it will be different when the eight hundred thousand are freemen, ignorant, vicious, thriftless, idle, and filled with a feeling of injustice suffered. May God and the good common sense of the people deliver any Southern state from such folly and such fate. The burden of the education of the negro may be great, but it is light, indeed, when compared with the burden of not educating him.

It is difficult to see the consistency of the editor of the *Biblical Recorder* in demanding that the schools should be denominational in order that the Bible may be taught in them and at the same time objecting to its being read in the public schools, which are established and maintained for the purpose of giving to all children the best possible education, the best preparation for citizenship and life, the best development of their whole being. But the public schools must not be sectarian? Neither is the Bible a sectarian book. It is the one book that belongs to the whole world and whose truths are universal. Interpretations of certain isolated parts of the Bible may be sectarian, as, for instance, the few words referring to baptism or the sacrament of the Lords' supper, and these interpretations should not be taught in the schools. But the book itself is catholic, and it must be hard to find a reason why it may not be read at the opening of the daily sessions of the schools either by "converted" or "unconverted" teachers, the proportion of each of which is about the same in the public schools as in the private and denominational schools. How much broader and surer the views of Chancellor Smith expressed in an article in this number of the JOURNAL? But this trick of crying out against the Bible in the schools because it is a "sectarian book," and then against the schools because, from having obeyed the behest of these very conscientious men, they have become "godless," is not a new one. After all, God and His Word may not so narrow as some people think.

The Memphis meeting of the Southern Educational Association was a great success and all who attended it were greatly pleased. We have never attended a more pleasant or profitable educational gathering, state, national, or sectional. The breadth of thought and deep earnestness of the papers and discussions, and the interested attention of the audiences through the whole of the three days, showed that, from the Potomac to the Rio Grande, the South is awaking as never before to the importance of universal education and to the needs of the schools of all grades and classes. It is not difficult to see the beginning of an educational movement, deep, broad, all-sided, pervasive, universal, such as no part of the world has ever yet known, and such as makes one who has stomach for labor and a liking for such a reward glad of the high privilege of living and working at this auspicious time. The attendance was good, but there were all too few from the Atlantic states. The next meeting of the Association will probably be held farther east, and it is to be hoped the Carolinas, the Virginias and Maryland will be more largely represented. It is becoming more and more evident that for those especially interested in the educational problems of the South, this is by far the most important association in existence.

The officers for the present year are: *President*, R. B. Fulton, Chancellor University of Mississippi;

Vice-President, Junius Jordan, University of Arkansas; *Treasurer*, John D. Yerby, Mobile, Ala.; *Secretary*, P. P. Claxton, Greensboro, N. C.

A good deal of space in this number of the JOURNAL is devoted to papers and summaries of papers read at the Memphis Meeting of the Southern Educational Association. This is done because we believe the readers of the Journal will welcome this opportunity to get in brief space, a general view of the educational thought and sentiment of the South. The February number will contain some of the best papers read at the meetings of the North Carolina teachers.

We hoped to be able to give in this number of the JOURNAL a full account of the Raleigh meeting of the North Carolina Association of Academies, but have been unable to procure from the Secretary of the Association the necessary information. We understand it was a very interesting and profitable meeting. Among other proceedings a committee, consisting of Hugh Morson, J, A. Holt and J. C. Horner, was appointed to confer with the presidents of the leading colleges and the superintendents of the city schools in regard to the requirements for college entrance. Committees were also appointed to inquire into college requirements in English, and to tabulate the facts regarding private academies and their work in the state.

Officers for the present year are: *President*, John E. Kelly; *Vice-President*, S. L. Shepp; *Secretary and Treasurer*, R. L. Madison.

The next meeting of the Department of Superintendence of the N. E. A. will be held at Chicago, Feb. 27-March 1. The program contains the names of Supt. A. B. Andrews, Dr. Nicholas Murray Butler, Pres. Chas. W. Eliot, Supt. Aaron Gove, Walter H. Page, Supt. W. H. Maxwell, Pres. E. A. Alderman, Pres. Benjamin Ide Wheeler, Pres. John W. Cook, Supt. Frank B. Cook, Supt. J. M. Greenwood, Supt. Geo. B. Cook, Pres. Wm. J. Milne, and others. President Alderman will deliver one of the evening addresses. The railroads will sell tickets at one and one-third fare.

The public school fund of Buncombe county for the year 1899-1900 was $32,987.04; of this sum $30,957.59 was spent directly for schools, leaving a balance of $2,029.45 for all other purposes. This is a good showing. The appropriation for the present year is $1.95 per capita, and Superintendent Venable calculates that this will run the schools seven months and leave a small balance. Evidently Superintendent Venable and the directors are managing the funds and the schools wisely.

The cash receipts from the Greensboro dispensary for the six months ending Dec. 31 were $21,675.01. Guilford county's appropriation for public schools for the entire year, was a little over $20,000. For whiskey $43,000 a year; for schools $20,000—which last almost kills the tax-payer. If these figures were reversed would the county derive more benefit from the result? But we believe in whiskey. As for schools ————

The receipts of the dispensary at Monroe for the same period were $16,000. The school fund for Union county for the entire year was less than $15,000. But still the people are too poor to pay more.

The school directors of Iredell county have appropriated $16,169.60 to ninety-six white and thirty-six colored schools. This gives an average of about $125 to the white schools; but, if there were only thirty-six white schools, the average would be about $360, which would allow one teacher $40 a month and another $30 a month for five months, allowing the schools to be graded. This would be a great improvement over the present plan of small schools with scant attendance, and if the ninety-six were combined into thirty-six no child need walk more than two miles and a half.

Superintendent Mebane is doing valuable service to the educational history of North Carolina in collecting sketches of old schools for publication in his biennial report, and in arranging for reports of private schools.

The Board of Trustees of the Agricultural and Mechanical College at Greensboro has recently purchased for the use of the college a farm of 100 acres. The price paid was $5.000. This school is doing a great work for the negroes of the state.

Have you ever heard any man or woman who had reached middle age regret the time and money spent in school or bewail the fact that he had received too much education?

We only wish we had space to say all we would like in behalf of the movement to establish the Appalachian National Park in Western North Carolina. Such a park established and supported on any adequate scale by the National Government would be of immense benefit, materially and educationally, to North Carolina and the entire South. Every teacher should take sufficient interest in the matter to write to C. P. Ambler, Asheville, N. C., for circulars of information and blank petitions, and, then, the children and the community should be fully informed about the movement and the character of the section in which it is proposed to locate the park—one of the most beautiful regions in all the world.

The North Carolina College of Agriculture and Mechanic Arts is offering farmers a ten weeks' course in cattle feeding, dairying, grafting, hot-bed and green-house preparation, poultry-raising, staple-crops, judging cattle, and special departments of agriculture and horticulture. This will do more good than all the farmers' institutes, as valuable as these are. Hundreds of young farmers should take advantage of this opportunity to learn more of their great profession than they can do of themselves on their farms. The JOURNAL has advocated something of this kind for two years.

The Alumni Association of the Agricultural and Mechanical College, Raleigh, has started a loan fund for students of that institution.

Charity and Children tells of a young woman at the Baptist Female University who by doing her own housekeeping is living on $3.60 a month. The arrangement by which this is done is an honor to the charity and good sense of the trustees and a blessing to young women of limited means. But in addition to this every young woman without means should be given absolutely free tuition, as should every boy of limited means; and, to remove all distinctions of wealth and poverty, all others should be given free tuition also. We hope the Baptist Female University may soon be out of debt and have sufficient endowment to open its doors free to all who will enter and do the work required.

The $100,000 special appropriation to the public schools has been apportioned to the counties on a basis of 15¼ cents for each child of school age, and the warrants have been issued accordingly, but Treasurer Worth says the money is not in the treasury and the warrants cannot be paid until enough money is on hand to pay them all at once. As this money was appropriated for the present school year, Superintendent Mebane has advised the county and district school officers to apportion the money and let it be used in continuing the present term of the schools, the teachers waiting awhile for this part of their salary. We do not know, but might not the sheriffs cash these warrants and turn them into the state treasury for taxes? This would make the money immediately available in most counties.

Superintendent Mebane has recently addressed a circular letter to the mayors of the North Carolina towns asking information about the public schools of the town and especially about local taxation for schools. He also asks the mayors to have the local papers publish that section of the school law which relates to special tax for schools in cities and towns. It is to be hoped that many mayors will take the hint and begin to move in this direction. A portion of the answer of one town is suggustive: "This town has not thought of establishing schools supported by local tax. This town is finished."

At its first meeting of this year the Durham county teachers' association discussed the following subjects: Civil government in the public schools. Have the many chages in our spelling books been an advantage to the parent and child in our schools? The best methods of teaching morals, manners and cleanliness in our public schools. The Association meets the first Saturday in each month, and the average attendance is about two-thirds of the public school teachers of the county. The attendance in the schools of this county is reported as having increased 30 per cent over that of last year. The Association is putting in a library for use of teachers.

We find that in some counties in which there are colleges and towns with graded schools the teachers in these do not attend the meetings of the county teachers' association and appear to take no interest in them; in other counties these city and college men and women are as regular in their attendance as the county teachers, and always take some active part in the proceedings. Does your professional duty stop with your class-room?

An examination of the 787 pupils in the white graded schools of Winston shows ninety-eight with defective seeing and thirty-four with defective hearing.

The managers of Horner's School deserve great praise for their enterprise in arranging a great athletic contest to be held at Oxford on the twentieth day of next april, and for providing a $100 cup to be given as a first prize. This is a move in the right direction and should receive the hearty support of all the schools of the state. It is to be hoped that this may be the beginning of a series of annual meetings for field sports which will become a great stimulus to general athletics in all our schools for boys and young men. The educational value of such games can hardly be estimated.

President Geo. T. Winston of the College of Agriculture and Mechanic Arts will deliver the commencement address of the Winston City Graded Schools next May. His subject will be Industrial Education.

Buie's Creek Academy and Commercial School has 235 students and is doing a great work for the people of that section of the state.

It is equally as important that the children of Winston should know what to read, as that they should be taught how to read. The public library is, therefore, a necessity, if public education is to accomplish its true purpose.

I, the undersigned, being desirous of aiding the cause of education in the city of Winston, hereby agree to contribute, on or before March 1, 1900, *the sum of* ONE DOLLAR *towards the founding of a* PUBLIC LIBRARY *at the* NORTH WINSTON GRADED SCHOOL.

(Signed) .....

Date ....., 1900.

This is a copy of the card sent out by the North Winston Graded School in an attempt to raise $500 for a public library for this school and section. A good plan, which, in a town like Winston, ought to more than raise the sum desired.

The article in this number by Miss Mary Wiley will have special interest for those teachers who believe in teaching local history in the right way. This is the first of a series of short articles which we have requested Miss Wiley to write after seeing something of the excellent work which her class is doing in local history study. We have just read, in one of the Winston papers, a composition written by one of Miss Wiley's pupils as the result of an excursion to Old Town to study its history and its present condition. The paper shows an intelligent interest of which any teacher might be proud. A house nearly 150 years old, a church 112 years old, a kitchen with wide open fireplace and a stone floor, the old Moravian graveyard, and a talk with an old inhabitant,—all these are fitted to leave with the children something of the spirit of former times.

Supt. W. C. Allen of the Waynesville public schools reports an enrollment of 337 pupils with an average attendance for the four fall months of over 95 per cent. The town issued bonds to the amount of $10,000 to buy and equip a school building. The equipment includes desks, chairs, maps, globes, piano and books. The Peck-Hammond system of heating, ventilation and dry closets is used. This plant cost $2,500. The children all meet for a half hour each morning in the large chapel and entertain each other with songs, instrumental music and compositions. This first session has been quite successful; the half dozen teachers have worked hard, and the people are pleased.

Waynesville is only a village of 1,500 people, and there are in North Carolina forty or fifty towns and villages larger than this, but without schools.

The winter convocation of West Virginia University was held January 2, the address being delivered by President Charles W. Dabney of the University of Tennessee. His subject was "Washington's Interest in Education."

Degrees were conferred upon five candidates.

President Raymond announced a gift of $5,400.00 from two friends of the university to pay for a pipe organ for the chapel.

At the spring convocation the address will be delivered by Dr. David Starr Jordan, President of Leland Stanford University.

The public school term in Missouri is from five to ten months. The state sustains four large normal school for training teachers.

Columbus intends to go on and on perfecting her schools until they begin with the kindergarten and end with a public library—open and free to all—*G. Gunby Jordan, Columbus, Ga.*

Free Public Library for Henrietta.

The town of Henrietta, a cotton milling town in Rutherford county, has recently opened a free public library with about 1,000 volumes of good literature and all the leading magazines. The library is kept open from 7 a. m. to 10 p. m., and is free to the people of Henrietta, Caroleen and the surrounding country. This is good news.

We have received the advance announcement of the Martha's Vineyard Summer Institute, which will open July 10. The larger circular can be had by applying to William A. Mowry, Hyde Park, Mass.

The New Orleans Educational Association has begun the publication of an educational journal devoted to local educational interests and, especially, to nature study.

The Armstrong-Slater Memorial Trades Building at the Tuskegee Normal and Industrial Institute was formally opened on Jan. 10. The building and its equipment cost $35,000.

St. Louis has 104 kindergartens with an enrolment of nearly 10,000 children. These kindergartens are a part of the free school system of the city.

Texas has a permanent school fund of about $18,000,000 and 25,000,000 acres of land. The University of Texas has 2,000,000 acres of land from which it receives an annual rental of about $80,000.

The Philippine war costs the United States $1,000,000 a day; which is twice as much as the average daily cost of all the public schools of the United States with their army of 400,000 teachers. Could the expenses of one year of this war be added to the school fund, the educational facilities of the whole country could be doubled for two years. The African war is costing England about $2,000,000 a day—nearly ten times the average daily cost of all her public schools, which in many cases are poor enaugh. But great is war and the road to glory is wet with human blood.

Oftentimes one man scientifically trained is worth more in dollars and cents to the state than the cost of equipping and endowing the most magnificent university.—*J. H. Kirkland, Chancellor Vanderbilt University.*

Montaigne's Educational Philosophy.

[The following extracts, taken together with those on the first page, give quite a complete summary of Montaigne's educational philosophy, which is well worth study by all who would be more than school-keepers.—ED.]

Truth and reason are common to all, and belong no more to him who spoke them first than to him who shall speak them hereafter.

The play of children is not really play, but must be judged as their most serious actions.

A boy should not so much memorize his lesson as practice it. Let him repeat it in his actions.

Let our pupil be furnished with things—words will come only too fast; if they do not come readily, he will reach after them. I have heard some make excuses because they could not express themselves, and pretend to have their heads full of a great many very fine things which for want of words they could not bring out. Do you know what I think of such people? I think they are nothing but shadows of imperfect images; they have no thoughts within, and consequently cannot bring any out.

To know by heart only is not to know at all; it is simply to keep what one has committed to his memory. What a man knows directly, that will be disposed of without turning to his book or looking to his pattern. A mere book knowledge is useless. It may embellish actions, but it is not a foundation for them.

I would not only have the instructor demand an account of the words contained in a lesson, but of the sense and substance; and judge of the profit he has made of it, not by the testimony of his memory, but by his own judgment. What he has lately learned cause him to set forth in a hundred various ways, and then to apply it to as many different subjects as possible, to determine whether he has apprehended the same and made it a part of himself. It is a sign of crudity and indigestion for a man to throw up his meat as he swallowed it. The stomach has not done its work unless it has changed the form and altered the condition of the food given it.

Let the child read history, not as an amusing narrative, but as a discipline of the judgment.

Truth and reason are common to all, and belong no more to him who spoke them first than to him who shall speak them hereafter.

I would first understand my own language, and then the language of my neighbors with whom I have most to do. No doubt Greek and Latin are great ornaments, but we pay too much for them.

There is nothing like alluring the appetite and affection, otherwise you make nothing but so many asses laden with books. By virtue of the lash, you give them a pocketful of learning to keep, whereas you should not only lodge it with them, but marry it to them, and make it a part of their very minds and souls.

We labor and plot to stuff the memory and in the meantime leave the conscience and the understanding empty. * * All other learning is hurtful to him who has not the knowledge of honesty and goodness.

A vulgar understanding can exist by the side of all the reasoning and judgment the world has collected and stored up without benefit thereby. * * For though we may become learned by other men's reading, a man can never be wise but by his own wisdom. * * The question should be, Who is the better learned? rather than Who is the more learned?

No one would demur at punishing with death a a judge who should condemn a criminal on account of his own wrath. Why, then, should parents and teachers be allowed to whip children in their anger? It is then no longer correction but revenge. Punishment is instead of medicine for children; and would we tolerate a physician who was enraged at his patient?

Accustom the boy to heat and cold, to wind and sun, and to dangers that he ought to despise. Wean him from all effeminacy in eating and drinking, clothes and lodging, that he may not be a gay fellow, a dude, but a handy, sinewy, and vigorous young man. I have been of this opinion all my life and still hold to it.

The sum and substance of the whole matter is, that the higher education is necessary for the high form of enjoyment which culture provides.—*Atlanta Constitution.*

He is a poet strong and true,
Who loves wild thyme and honeydew,
And like a brown bee works and sings;
With morning freshness on his wings,
And a golden burden on his thighs,
The fallen dust of centuries.

—*Maurice Thompson.*

A Short Catechism.

(*To be taught to all the people.*)

Question. How may country districts have good schools?

Answer. (1) By employing for each school at least two good teachers, men and women of good native ability, sound scholarship, and thorough training. (2) By keeping the schools open not less than nine months each year.

Q. How can this be done?

A. By paying for it.

Q. Will this require money?

A. It will. All things calling for the services of other people require money.

Q. Where can this money be gotten?

A. First, by combining small districts, making fewer schools, but longer.

Q. Will this be sufficient?

A. It will not.

Q. What more must be done?

A. A local tax of from twenty to thirty cents on each hundred dollars worth of property and from sixty to ninety cents on each poll must be levied in every township.

Q. Can this be done?

A. Yes, by a vote of the people.

Q. When can a vote on this question be taken?

A. At any time, but not oftener than once in two years in any township.

Q. Can the people afford to pay this additional tax for this purpose?

A. They can. They cannot afford not to pay it.

Ignorance is a foe to progress. Education broadens and gives a higher view of life, and that is what we need.—*A. E. Brown, Report to Baptist Convention.*

O, helpless body of hickory tree,
What do I burn in burning thee?
Summers of sun, winters of snow,
Springs full of sap's resistless flow;
All past years' joys of garnered fruits;
All this year's purposed buds and shoots;
Secrets of fields of upper air,
Secrets which stars and planets share.
Light of such smiles as broad skies fling,
Sound of such tunes as wild birds sing;
Voices which told where gay birds dwelt,
Voices which told where lovers knelt;
O, strong white body of hickory tree,
How dare I burn all these in thee?

—*Helen Hunt Jackson.*

How We Studied the History of Our Town.

MISS MARY C. WILEY, WINSTON CITY SCHOOLS.

A daily walk to the mineral spring in Salem was one of the many things I resolved to do last summer. How I kept my resolution has nothing whatever to do with this article. Suffice it to say that I began it all right.

The children in our neighborhood, when they heard of my determination, were eager to go with me. So, day after day, my young companions and I would rise, often before sunrise, and take our morning tramp to the spring. The way led sometimes across plowed fields, sometimes down narrow and crooked streets by quaint old houses and shops.

As we passed the old-time places, the children had many questions to ask concerning them, wondering in their childish way how old the houses were and what had happened there in the olden days. Thus we began making wonderful stories about the old places, taking ourselves back to the time when Salem was a quiet little village, surrounded by thick woods in which roamed wildcats and wolves. The children grew wonderfully interested in the early days of old Salem, and every elderly person we chanced to meet had to be stopped and interviewed, and every quaint old house we passed thoroughly examined.

So interested were these children in the real history of a real place known to them, that the question arose in my mind, Why not teach in the same way (that is, by personal investigation) the history of Winston-Salem to my Graded School pupils?

The idea grew as I thought of it, and at last I determined to try the plan when school opened.

So I got to work in earnest, finding out all I could about the settlement of Salem, from old books in my father's library, from Colonial Records, and from other books lent me by acquaintances in Salem. Many were the pleasant excursions I made to Salem, often in company with some child, that I might learn the history of Salem from a child's standpoint. A pleasant and profitable afternoon I spent in the museum of the Wachovia Historical Society, studying the records and examining the relics of the old days. I visited the Sisters' House, and many other old historical places, especially the beautiful cemetery of the Moravians. One old lady who has spent her life in a Moravian school room and who understands the heart of a child, gave me many delightful reminiscences of her young days and related to me many charming old family traditions. I learned much of the life of the Salem of fifty years ago from another old lady who chanced to visit our neighborhood. When quite a young girl, she had spent several years in the Sisters' House in Salem, and her quaint stories of the quiet life led by the Moravian Sisters made the history of Salem all the more real and interesting.

So, when school opened last fall, my plans were all arranged, and when one morning I told my Sixth Grade pupils that we were going to find out all we could about Winston-Salem and then write a history of the place, they were delighted with the idea. Perhaps the cause of their enthusiasm was the open delight of the two pupils who had already found out so much of the history during their vacation.

To understand fully the Moravians in North Carolina, why they came and who they were, I thought it wise to begin with the Moravians at home in the Old Country, their perseculions and exile, and trace their wanderings to the New World. The children could understand all this from their study of the Pilgrims.

Of course, Winston is the home of my pupils, and naturally they are more interested in her history than that of any other town. But the history of Winston is only the end of the long story of the Moravians in North Carolina, and cannot be fully understood without the previous history of her "twin sister" and the neighboring Moravian villages. Therefore we began the study of the first Moravian settlement at Bethabara, or Old Town, and it is our intention as we go on with our history, to show the development of the other Moravian settlements, how they all grew out of the former as a natural consequence.

That the idea of making a book might be more real, I asked each pupil to buy a special note book and label it "History of Winston-Salem," or "The Moravians in North Carolina." Then with red ink I ruled margins in the books for the topics and chapters.

The pupils have written eight chapters in their books, and to show the scope of their work, the following headings are given:

I. The Moravians.

II. Condition of North Carolina in 1752.

III. Preparations for forming a Settlement in North Carolina.

IV. Other Incidents of the Journey.
V. The Survey of the Land.
VI. The Settlement of Wachovia.
VII. Tne First winter in Wachovia.
VIII. The Growth of the Settlement.

Children delight in details, so all of the chapters are divided into topics.

It is impossible to study the Moravians and not imbibe their spirit of simple faith and trust in the guidance of a Heavenly Father. The way in which the pupils have caught the spirit of sympathy and love for the Brethren and have accepted their childlike faith, has deeply impressed me. Often I come across in their books such quaint expressions as make me think some old Moravian bishop has been at work; or such heart-felt words of sympathy for the Brethren, as show me that to the children's minds the Brethren are real people, living and suffering in a real world.

So far my plan of work has been as follows:

First. I tell the story. Before hand, I write the subject of the chapter and the different topics on the board. Then I tell the story, going into all the details and making it as real as possible. If I have found a quaint expression in some old Moravian book I write it on the board or quote it word for word.

Secondly. The pupils re-tell the story, each child telling only one topic at first. Then one child tells the whole story.

Thirdly. The class write the story using the outline on the board. The points insisted on are neatness, truthfulness in telling the story, proper paragraphing (treating each topic as a new paragraph) and punctuation. Of course the children make mistakes, but we all know that correct writing comes only by practice, and to learn to write we must write. The greatest difficulty I have to contend with is the *rambling* of some pupils, the making of long compound and complex sentences, when simple ones would be so much better.

Fourthly. The papers are carefully corrected by the teacher. The misspelled words are underlined with red ink, the poorly arranged sentences marked out, etc. Sometimes a paper is handed back to be written entirely over.

Fifthly. The pupils copy their work in their note books, which are kept in a small book case in the school room.

All the work is done by the pupils in the school under the direction of the teacher.

Sixthly. Maps are drawn and sketches made.

So far the history of Winston-Salem has not been touched upon. When that point has been reached, however, the plan of work will be entirely changed. The pupils will then be required to visit the old places and search out for themselves the history connected with them.

Stumbling Stones in Grammar.*

MISS EMMA B. BROWNE, PRINCIPAL OF LEATH SCHOOL, MEMPHIS, TENN.

Teachers, and school men generally, say that English Grammar is less satisfactorily taught than most subjects. The general failure in this one subject by so large a number of otherwise successful teachers, indicates that "stumbling stones" too great for their average strength to surmount exist in the text books. In order to succeed, either these obstacles must be removed, or strength must be gained. As there is little hope for the latter, the former should be attempted.

Why do so many pupils dislike grammer, and why do they fail? They dislike it because, after making honest efforts to learn it, they fail to understand it; and they fail to understand it because its technical terms are so often indefinite, contradictory, and misleading. The definitions, instead of being stepping stones, are frequently stumbling stones. Definitions should include every variety of the thing defined, and exclude every thing else. Pupils become discouraged by vain attempts to apply faulty definitions.

In the fourth grade our pupils take up a text book in Language, after having learned from oral instruction in the second and third grades to recognize, and to use in sentences, the different forms of a large number of nouns, adjectives, adverbs, and irregular verbs, and nearly all of the pronouns. Their first lessons in the book on the kinds of sentences, they learn readily; but when they begin to select the subjects and predicates of these sentences, they begin to stumble and to lose confidence in themselves unless they are wisely guided by an experienced teacher.

Beginners find it difficult to select the subjects of sentences like these: "I have a beautiful flower." "You gave the flower to me." "That is my hat." "Where did you find my hat?" "Bring my hat to me." These include the interrogative and imperative sentences, and those declarative sentences that have for subjects I, you, and definitive pronouns; and for predicates, verbs completed by objects, and predicate nominatives. In the first and second he mistakes *flower* for the subject; and in the third, fourth, and fifth, *hat*. Sentences like "I am tall," "You are good," and "We live near the school," and most sentences having subjects in

* Read before the Southern Educational Association, Thursday, December 28th, 1899.

the third person, do not trouble them so far as their subjects are concerned. What else could be expected of a reasonable child who is really trying to apply the definition, "The subject is that part of the sentence about which something is said." When he says, "I have a beautiful flower," he naturally thinks that he is saying something about the flower; and when he says, "You gave the flower to me," his mind is still on the flower. When he says, "That is my hat," he is sure that *hat* is the subject because he is talking about it; and when he says, "Where did you find my hat," and "Bring my hat to me," he begins to think he doesn't know what he is talking about if not about his *hat*, and is about ready to give up trying to solve the puzzle. We have learned, by long practice, to use the word *assert*, and to select, at sight, the real subjects; and I suspect that we owe this power, not to the better understanding of the definition, but to notes like these, taken from high school text books.

"Look for the verb, and then, by putting *who* or *what* before this predicate, the subject may be easily found."

"The subject noun and the predicate verb are the framework upon which the rest of the sentence is built."

"The subject is naturally placed at the beginning of the sentence, followed by the predicate."

"Change the interrogative sentence to the declarative form and then select the subject and predicate."

"The imperative sentence does not often have a subject expressed, but the pronoun *you* may commonly be supplied as the subject of the verb."

To which notes I would add, The subjects of sentences often represent the speaker or the person spoken to; the pronouns *I* and *you* are then the subjects.

Now why are not such notes as these put into our introductory language books as well as into the more advanced grammars? I am sure they are more easily applied than the definition, and more needed by the beginner than by the high school student; and the pupils know enough of nouns and pronouns and verbs to be helped by them. You will say, "The teacher should supply this instruction." Well, probably she does; but some pupils are absent, and many forget; and they would have more regard for it, were it in the book. Besides, the young teacher does not always realize what it is that the children are stumbling over, since she can step over it so easily.

In regard to predicates, the most trouble is found when they contain incomplete verbs; i. e., copulative and transitive verbs. All grammarians agree in saying that a verb is essential to every predicate; and that copulative and transitive verbs require complements; but when they analyze sentences like these,—"To-day is Thursday," and "We admire flowers," they differ; some calling *Thursday* and *admire* the simple predicates; and others, *is* and *admire*. Since both of these verbs are incomplete, yet both assert, why may not the one be called the simple predicate as well as the other? Since there can be no predicate without a verb, the verb must be the most essential part of the predicate; and always to call the verb the simple predicate, and to call all complements, complements, and not some of them predicates, would save much labor and vexation of spirit to both pupil and teacher.

In my own practice I try to avoid the difficulty by saying, the entire predicate is *is Thursday*, consisting of the verb *is* completed by the predicate nominative *Thursday*, etc.; thus not calling anything the simple predicate.

Another stumbling stone is the definition to the transitive verb. These definitions are taken from standard text books.

(1.) "A transitive verb must be followed by a complement to name the person or thing that receives the action."

(2) "Verbs asserting an action that passes over from the subject to some object are called transitive verbs."

(3) "A transitive verb requires an object to complete its meaning."

Now who could be expected, by the aid of these typical definitions alone, to find a transitive verb in the sentence, "The bear was shot." If we try the verb *was shot* by the first definition, we find that it is not followed by anything, so say it is not transitive. If we try it by the second, we find no noun or pronoun in the sentence except the subject for the action to pass over to, so again say it is not transitive. If we try it by the third, the grammatical use of the word *object* hitherto having been to mean the objective case, finding no word in the objective case in the sentence, we conclude for the third time, and wrongly, that *was shot* is not a transitive verb. The trouble is that the definitions do not include the transitive verbs when used in the passive voice. By limiting these definitions to the first and second roots, or principal

parts of the verb, used without auxiliaries, they can be made satisfactory. Then applying them to *was shot*, we find that its first root, *shoot*, must be followed by an object; "Hunters shoot bears." Likewise its second root, *shot*; "The hunter shot the bear."

Let us now consider the difficulties of mode and tense, taking up tense first. You remember the definitions: "The present tense denotes present time." "The past tense expresses what took place in past time." "The future tense expresses an action or being as yet to come." "The present perfect tense expresses an action or being as completed at the present time," etc. These definitions are almost useless except in the indicative mode, and, even there, they will not always serve their purpose. According to them, an exceedingly large number of verbs in the subjunctive, potential, and imperative modes would be called in the future tense, although the future tense is denied to all these modes; and passive verbs in the present tense would seem to be in the present perfect tense; e. g.,

"If he come, you may see him."

"If he should try, he would succeed."

"Come when you can."

All the verbs in these sentences refer to future time; yet some of them are in the present tense, and the rest are in the past. In the sentences, "I have written a letter," and "The letter is written," the action being completed at the present time, the verbs in both sentences would seem to be in the present perfect tense. In the sentence, "If he were here, he would help us," we have verbs in the past tense referring to present time. Of what use can such definitions be to pupils in the fifth and sixth grades when we find this remark, and others similar, in a higher grammar: "The past tense may express (1) simply past action or being, (2) a past habit or custom, (3) a future event, and (4) it may refer to present time."

It does not help the pupils any for us to know that the Old English had no future tense, its place being supplied by the present; nor to know that our so-called present and future auxiliaries are the real verbs followed by infinitive object complements.

We also see from the sentences given that the potential mode often expresses a supposition, and is therefore apt to be called subjunctive. A pupil, the other day, in giving the mode of *can fly* in the sentence, "Eagles can fly very high," said it was in the indicative mode because it stated a fact. He was not guessing. Mode and tense cannot be taught by our present definitions. They must be taught by form and auxiliaries, and are never mastered until the different conjugations are learned.

The last stumbling stone that I shall mention, though there are many others, is the relative pronoun. A common definition for it is, "A pronoun which connects the clause in which it stands to its antecedent is a relative pronoun." The one given to the interrogative pronoun is that "Who, which, and what, when used in asking questions, are interrogative pronouns." Now between these two, the only ones applicable given in most text books, what is the pupil to decide when he comes to *whom* in the sentence, "I know whom you met." There is no antecedent for it in the sentence, therefore definition one will not include it. Its clause is not a question, therefore definition two will not include it. Some grammarians intend that it shall be called a relative, and some, an interrogative. A few make a special class for it and call it a responsive pronoun. And one that I found, included it with the relative under the name conjunctive pronoun, a term that I very much like. This term, conjunctive pronoun could also be made to include those much dreaded double relatives which trouble us so needlessly. They need no more to be called double than *who*, which means *he who*. Their construction is to be found in the subordinate clause. It is the construction of this clause that makes the relative seem to have two constructions, e. g., "I know what you want." "I know whom you want." *What* and *whom* are the objects of *want*, while their clauses, *what you want* and *whom you want*, are the objects of *know*.

When grammar is made reasonable, pupils will study it cheerfully. As it is, having formed a distaste for it in its technical stage, they very, very often miss the advantages and pleasures of the real study of English itself.

The way is fairly well cleared for the pupils of advanced grades; but, in the grammar grades, it is still rough, and hard to travel, and many there be that stumble and fall over the stones therein.

"My contention is that our main dependence as a republic is on the capacity and integrity of our general citizenship, and the importance of the trust demands the use and improvement of every educational agency from kindergarten to university."
—*Dr. J. L. M. Curry.*

A Moral Curriculum.*

DR. W. W. SMITH, CHANCELLOR OF THE RANDOLPH-MACON SYSTEM OF SCHOOLS AND COLLEGES.

The principal of ethics, the science of conduct, are not intuitive; they must be taught. That this instruction in morals should be given in our schools is evident from the following considerations:

1. It is essential to the development of the complete man; (2) It is of vast value to organized society, since virtue is one of the two pillars which, equally with intelligence, supports the fabric of free government; (3) It is of prime importance to success in life; (4) It cannot be safely left to parents, many of whom are morally incompetent, while most of those morally fitted lack training skill; (5) It is a natural part of any comprehensive plan for man's education, and no other agency than the school is adequate. We cannot, as teachers, with educational honesty omit this training, so essential to the development of the complete man, nor with patriotism decline this duty to the state, nor with pedagogical fidelity deny this service to our pupils, nor yet with moral sincerity refrain from giving those committed to our guidance these highest, most ennobling and most helpful of all the truths within the realm of knowledge.

These positions will probably not be controverted, and their formal announcement may seem unnecessary. Every teacher gives some instruction in morals, and every school in some way seeks to develop right conduct. And yet the fact remains, that there is scarcely any school in the South, public or private, which is giving systematic, planned instruction in conduct, if we may except college courses in ethics that reach, and reach too late, one in five thousand of our youth. What I contend for is that the moral man shall be developed in our schools by a systematic training in which moral principles shall be taught and applied in appropriate exercises. In other words, I call for a moral curriculum. We have provided systematic courses for physical culture; we have provided extensive courses for intellectual culture; we should provide specific training for the moral man.

I do not account myself capable to present to this association such a curriculum, but there are certain principles which underlie the subject and which must be conformed to in the curriculum which is to meet the demand. In any systematic teaching of the laws of conduct we must have: (1) Standards of right; (2) Training of the judgment in applying them to particular cases; (3) Development of the sense of the imperativeness of obligation; (4) Development of the will-power to sustain the demands of conscience. These four things are necessary to assured and uniform right conduct. The student must know what is right in each case, must feel the obligation to do it and must have the will-power to hold himself to duty. I shall offer as my contribution to the solution of the problem a statement of my views on these four points.

STANDARDS.—There can be no controversy among us that the highest and best ethical standards are given in the teachings and life of Jesus the Nazarene. And so, just as we should teach the scientific truth proven by the researches of Darwin, Huxley and Tyndall, we must, in intellectual honesty, teach the ethical truth given us by Jesus. Nor can we be diverted from this by anti-Christian prejudice or sectarian clamor. We have taught Copernican astronomy dispite the opposition of the church, and we must teach Christian ethics despite the hostility of the infidel; for not only must the teacher's mind be hospitable to all truth, but the teacher's voice must be courageously uplifted to proclaim the highest. In some form the teachings of Jesus, and the life which exemplifies and commends them, must be set forth constantly as furnishing our moral standards.

TRAINING THE MORAL JUDGMENT.—The mind judges moral actions as right or wrong, just as it judges intellectual propositions as true or false, or colors as red or blue, by comparison with accepted standards. There is no separate faculty for moral judgments, and correctness in classifying actions as right or wrong can be expected only as the result of practice. Accustom students to criticise all voluntary actions from the moral standpoint. In teaching history and literature give the moral judgment constant exercise. Current events exciting general interest should furnish occasions for ethical questions and answers. The daily occurrences of the school life can be made most effective in the hands of an alert and capable principal. In the early stages, and probably throughout the high school course, text-books other than the words and life of Christ are unimportant. The teacher must draw his lessons from life as it presents itself to the students; and the spirit of politeness, courtesy, modesty, gentleness, obedience to

* Paper prepared for the Memphis Meeting of the Southern Educational Association.

law, honesty, reverence and piety, must be imparted, as it were, to the very atmosphere of the school, to be unconsciously operative on all who come to it. For, as the air that we breathe and the water that we drink strengthen us by their purity or poison us by their defilement, so the moral atmostphere of a school is potent for good or evil to its students.

DEVELOPMENT OF CONSCIENCE.—Correct standards may be understood and accepted, and the ability to classify actions as right or wrong may have been acquired; but for right conduct there must also be a sense of obligation to do that which judgment declares to be right. This inner sense must be developed until it become imperative. The Ought must be enthroned. Conscience, that divine voice in the human soul ever crying out that right must rule, must be accorded decisive place among the motives for action. Its demands will often clash with inclination and appetite, yet it must be obeyed. It will often be arrayed against environing public sentiment, yet it must be the one law to its possessor. Amidst the clamor of contending motives its demand, "Do the right," must prevail. What a task is here for the ethical teacher! *Hic opus, hic labor est.* Here there is need of the highest sanctions. Here must be brought into view the ideals of immortality and the issues of eternity. No temporal motives will prove sufficient. If men are taught that they perish as do the brutes, they will raven as the brutes. The lion goes not hungry when a lamb lies before him on a question of ownership, nor will passion-impelled men deny appetite if unrestrained by motives which reach into eternity. Here only the uplifting words of Jesus about the All-Father and the eternal world of light and glory avail to anchor the soul in the rushing tide of evil and against the tempest of temptation. The voice of Him who speaks with authority is needed here. Let it be heard in the school-room without hesitation or compromise. We cannot make great men without great motives, and we must make great men; it is our calling. "If there were no God," said Voltaire, "we should need to invent one to maintain order, but all nature cries out that there is a God." If there were no Christ and no heaven, we should, as teachers, need to evoke them to give authority and motive adequate for right conduct. Having these by revelation, let us not be so narrow and bigoted as to shut out truth because it is not of our discovery. Let us not confine ourselves to a moral rush-light of our own making in a vain attempt to ignore the sun. Christianity is a truth, a mighty truth which has wrought the wondrous civilization in which we rejoice; let us not as teachers ignore its light and power. It has made our nation what it is and given to mankind its highest examples of character. The world cannot dispense with Christianity, and the ethical teacher needs the Christ.

DEVELOPMENT OF WILL.—Resolution and strength of purpose, important for all success, are essential for high conduct. The tide is against us, and we cannot drift. Will power makes and marks leaders in every field. The development of the will has not received the attention that its importance deserves. Perhaps will in pupils has been feared by teachers, much as knowledge in subjects has been feared by absolute monarchs, as calculated to increase the task of government. If these fears of monarch or teacher were wise in the past, we, at least, have come to a better age. Subjects, in state and school, can be made better men and better subjects by knowledge and liberty. The tame student should not be over-praised; docility can be run to seed. Cowardice is not to be commended. Let not the student fear the face of man, teacher though he be, but let him reverence law and justice.

Will-development comes by will-exercise. Require energy in study, speech and carriage: tolerate no dawdling; allow no surrender to difficulties. The habit of giving up must be broken, the habit of succeeding established. *Inceptum faciendum.* Games, societies and undertakings which demand and develop leadership and independent action in all legitimate ways should be encouraged and used to the end of making the will prompt, strong and steady.

SCHOOL DISCIPLINE A CHIEF MEANS OF MORAL TEACHING.—Most effectively through the government of a school can morals be taught. School discipline should have chiefly a moral end. The orderly conduct of a school is but a proximate purpose of discipline; a higher one is the establishment of right principles and the fixing of right habits. Let all rules ultimate in this. Emphasize by all possible means the necessity of right-doing, and honor it above everything else. Magnify fidelity to duty, honor and truth by precept and practice; reserve for these your highest honors and rewards. Place responsibility upon students as they are able to bear it. Repose confidence in the worthy and extend it to the approximately worthy,

remembering that trust begets trust-worthiness. Invite the coöperation of students in the making and enforcement of school rules. School rules are better than teacher's rules. Students who have helped make laws for the common comfort and welfare most readily sustain them by a general public sentiment more alert than the watchfulness of a teacher and more effective than his authority. There is no more effective way to teach students that law originates in benevolence towards the subject than to have them participate in framing the regulations under which they are to live at school.

This mention of details is by no means exhaustive. I believe, however, that any complete curriculum of moral exercises must grow from the principles laid down above and will probably embrace the details suggested.

I have spoken simply as an educator. I am not a preacher. Have I preached? It is but the gospel of the highest and only complete education by whomsoever conducted; the only education that can perpetuate the power and glory of our people.

Dictation and Composition in Modern Language Teaching.*

DR. EDWARD S. JOYNES, SOUTH CAROLINA COLLEGE.

My thesis is: 1. That writing by dictation should have a much larger place in modern language teaching than is accorded to it by the Committee of Twelve.

2. That this larger place should be found, in part, by substituting such writing by dictation, largely if not wholly, for composition, or written translation into the foreign language, during the earlier stages of instruction.

Only small importance is accorded to dictation in the Report of the Committee. Under German it is merely mentioned as "helpful in learning to spell" (p. 1413), and discontinued after the first year. Under French it is mentioned as the last item of "the work to be done" in the elementary and the intermediate course; but in no case are its results included in "the aim of the instruction." Nowhere is its importance stressed, or the value of its discipline expounded, or even suggested. Indeed, by implication it is even discredited. On page 1422, in what seems to me a rather extreme concession to "the demand for more spoken French in the class-room" the Report says: "In reproducing French sentences, several can be spoken in the time needed to write one. This truism, if taken seriously discredits, of course, all written exercises; but it is hardly meant to be taken seriously. Indeed it is stated by the Committee only as a part of the claims of the special advocate of colloquial work in the class-room—whom I take to be mainly the natural methodists, and their disciples. Such colloquial exercises, it seems to me, unless under exceptionally favorable conditions, must be either very meagre or very superficial, and hence have but little educative value. So far at least as I have had opportunity to observe results, they do not correspond to the claims here made; still less is it clear that "the rapidity of speech" is favorable, as is claimed, to either the "exact perception" or the "vivid conception" of literary form. The case in favor of such oral exercises, however strong in itself, cannot be made out by contrast with the worst features of slovenly and inexact translation, as here seems to be attempted.

But the same context fortunately supplies the antidote to the erroneous view here suggested. It is true that "tongue and ear are most efficient aids to memory," and that it is false "to depend on the eye alone." But it is equally false to exclude or to deprecate the value of the eye, which under our conditions has largely—perhaps too largely—become our chief medium of contact with language and literature. It is precisely here that we find the strongest argument in favor of dictation as a philosophical process. In dictation we have the most perfect combination of faculties and functions. There is the accurate tongue, speaking to the listening and discriminating ear; there is the reproductive hand bringing back to the intelligent and critical eye that which the mind has heard by the ear:—all the faculties of perception conception, and expression are alert and in harmonious coöperation. I can imagine no method that could appeal more strongly to the attention or to the intelligence. I think I can say from experience that none more powerfully arouses the interest, the zeal or the pride of the student. (I may add that, even in teaching English, I think no method is more stimulating or helpful to young pupils.) Its value

* From a paper prepared for the Modern Language Association, Nashville, December 27-29, 1899. The portions of the paper omitted here speak in terms of the highest praise of the general excellence of the Report of the Committee of Twelve on the subject of Preparatory Requirements in French and German, and congratulates the Association on the results of its labors. Few men have had more experience, or better, in teaching Modern Languages than Dr. Joynes, and the main thought of this paper is worthy of the most careful study.

includes not spelling only—tho' this is no small matter; nor word form only, whether orthographical or grammatical; but all that belongs to grammar, phrase, or sentence, from the closest transliteration for beginners, through progressively freer paraphrase to original expression. All that is possible in composition or retranslation—whether in grammatical sentences or by paraphrase—is equally possible in dictation;—to which must be added that as an aid to accurate pronunciation, as a stimulus to alert attention, and as conducive to that *Sprachgefühl* which rests so largely upon the quick apprehension of the significance of the spoken language, it presents distinct advantages which no form of written composition can possibly secure. It is my earnest hope that this statement, which rests upon very large experience, may induce some of my colleagues to test the question for themselves—not only in French but in German —at least through the earlier stages of work.

This brings me to the second point of my thesis: —that dictation should be substituted for composition, largely if not wholly, during the earlier stages of instruction.

This proposition rests not only upon the alleged advantages of dictation as above indicated, but also, distinctly, upon the disadvantages and difficulties of composition, for beginners. Whatever form of composition may be adopted—whether by grammar sentences illustrating form or idiom, or by text paraphrases (and it seems to be conceded that, while either method may be abused, both are useful) its progress must needs be slow. The work of seeking for forms of expression in an unfamiliar language is essentially difficult; for it is a reversal of the natural order of thought, which is to express the unknown in terms of the known. Even the brightest students find this work difficult and burdensome at first. Now the slow and laborious progress thus enforced comes to the beginner at the very time when sound teaching requires that his progress should be most rapid. Whatever general method may be preferred, it seems to me that all teachers would agree that the student should be brought, as quickly as possible, to feel the foreign language *as language*, to feel, as a pupil of mine once said, "that it means something." For this purpose the essential elements of grammatical form should be learned first—not thoroughly indeed—but as rapidly as possible. To a great extent this should be done not even by systematic and progressive lessons, but by anticipation of the most essential topics in a cursory view. As little time as possible should be given, at first, to the recitation or classification of paradigms. All that is now necessary is that the pupil shall recognize the forms when he sees them. Just as soon as possible, he should be brought into contact with the language *en masse*, in the form of actual, significant, interesting discourse, whether in a graduated Reader or in other easy text. Till this is done all is dreary work of memory which no skill can illuminate; the only remedy is to shorten it. Now it is right here that the requirements of composition in any form from the beginner becomes, in my opinion, a positive disadvantage, from its necessarily slow and laborious progress. It has been, I believe, the traditional custom, derived, perhaps, from traditional methods in Latin and Greek, which I think as bad there as in the modern languages—to require a composition exercise, from the first, *pari passu* with each lesson of translation into English. Such method seems to be indicated in most of our grammars. For myself, I confess that, following what seemed to be the prescribed authority, I followed it for many years, yet under gradually stronger protest. Now for many years I have discarded composition entirely from early study; and I find from experience that the preliminary work, introductory to connected reading, can thereby be greatly accelerated and shortened. Such a preliminary view of grammatical form may be accomplished, for French or German, in from twelve to twenty lessons, according to the grade of the class;—but not so if the successive steps in the early study of the grammar must be accompanied by composition exercises In this view, I should have the spmpathy of my friends, the natural methodists. "Nature" does not require that any process shall be learned exhaustively before another step is taken. I certainly have the authority of our great and immortal master, Prof. W. D. Whitney, whose preface to his German Grammar (1869) is a document not less epochal and monumental than the report of the Committee of Twelve. He says: "After enough reading to give some familiarity with forms and constructions, I would have the writing of exercises begun." Now it is during this early period of rapid grammar study and of easy reading that I find dictation so helpful, in lieu of composition. This period will be longer or shorter for different classes. At least, however, it should be prolonged until the first view of grammatical forms and facts is com-

pleted, and the student is prepared to begin a systematic and formal review of the grammar; and still further, in my opinion, until by actual reading and by writing from dictation he has gained some familiarity with the form and meaning of words and of sentences in the foreign language. Then, when composition is begun, it will be an intelligent handling of living forms,—not the laborious piecing together of dead fragments of speech. During all this period the work of writing from dictation is full of interest and of instruction. Employing both the ear and the eye in harmonious coöperation, and exhibiting grammatical forms in connected sentences instead of mere paradigms, it both quickens the power of comprehension and is also an effective aid to the memory.

Perhaps I may be pardoned for a word as to my own practice in dictation. I begin it with the very earliest reading in the grammar. At first from each lesson I select a few sentences for exact transliteration. A section of the class goes to the blackboard—the others write at their seats. I then correct, and grade, the exercises on the blackboard, while the others correct their own exercises from these models. Next time another section goes to the blackboard, and so on. Ten minutes at the close of each lesson suffices for this work; and there are no papers to be corrected. Soon I introduce slight paraphrases: a sentence in the singular is dictated in the plural; or past will be changed to present tenses, and *vice versa;* or direct to indirect speech, etc.; and so on progressively, until finally very free paraphrase, or original matter, can be introduced. My testimony is that no exercise that I have ever tried—and I have tried almost everything—has been found to be so stimulating and so helpful to the beginner;—and further, that the postponement of the work of composition until the beginner's course of grammar, reading and dictation has been accomplished, is not a loss, but a gain rather, to the composition itself. This does not imply that dictation should be discontinued after the early stages. Rather I think it should be continued, along with composition, throughout.

"It is upon the condition of the greatest masses of the people, and not upon the elevation and welfare of a limited and privileged class, that we must mainly rely for the stability of our free institutions and for the permanent maintenance of public order.—*Dr. J. L. M. Curry.*

The School and the Home. *

SUPERINTENDENT J. C. WOODWARD, NEWNAN, GA.

What do we mean by education?

We are yet living in the age when the popular notion of education is "book-learning",—product at the expense of process. Some time about the age of six, it is believed the child comes into possession of an empty receptacle dimly recognized as the mind, and education consists in filling this receptacle with a well proportioned mixture of reading, writing, arithmetic, grammar, geography, history, "sciences", music, art, and "good behavior." Another popular notion of education may be gotten from a speech which I once heard from a prominent Georgia teacher. He says the teacher's mind is like unto a great tank filled with knowledge, and the pupil's mind is like unto a small empty tank, and education is the process of connecting these two tanks and letting the knowledge flow from the larger into the smaller. Far from being correct, these time-worn notions of education are quite ridiculous.

There are two primary factors in education, heredity and environment. By heredity we mean all that a child is in native endowments and tendencies, which, when properly stimulated, will become active. Environment may be considered under three divisions: First, all the physical forms and forces that surronnd us; second, all the activities of our institutional life; third, the record of man in the history of the past,—in literature, art, science and philosophy.

Mental development is conditioned upon stimulation from these realms of environment. Education, then, is the resultant of all these forces operating upon the mind in its formative period.

While all these forces in the child's environment are felt as stimuli in its development, they are not all active in the same degree at any one time. Indeed, the two social institutions most closely and essentially related to the threefold development of the child are the home and the school. The problems set by education fall with equal emphasis upon these two centers, nor can the functions of the one be relegated to the other. While the aim of both is the same, viz., the development of the child in body, mind and heart; in hand, intellect, and affections, enabling him to live completely the ever enlarging phases of his

* Extracts from paper read at Memphis meeting of the Southern Educational Asseciation.

life, and fitting him toward maturity for finding his place, rationally and profitably, in the great social whole, the home emphasizes one set of experiences while the school emphasizes another. The lines of separation cannot be easily or clearly drawn; but the home stands particularly for the domestic and religious side of life, while the school emphasizes the public or institutional side. Comenius has said: "There must be no breaks nor leaps in education." So there must be rational, sympathic adjustment of the educational forces as operated from these two centers. The currents of stimulation issuing from each must meet in the single aim of bringing the pupil to his largest, fullest, freest powers.

The experience acquired by the child in the home and kindergarten must constitute his working force, the relating and interpreting media, which he carries into his school life. Through the ready assistance of the parent and kindergartener, the teacher must quickly and expertly reckon the child's intellectual possessions, the prevailing types of his imagery, his mental activity and endurance, and his physical habits and ability. Likewise, the parent should endeavor to understand the methods and aims of the teacher, seek acquaintance with the best modern pedagogical thought, and earnestly and sympathetically join the home with the school forces in the interest of the child.

Under wholesome guidance and proper stimulation on the part of parent, kindergartener, and teacher, at a tender age, below the high school, the child's general *concepts*, or, as the Herbartians would say, apperception centers, are practically complete in number; and education consists in enlarging, enriching, and unifying these. Education is therefore growth, and this growth is a part of the life process. We would say, in education, have the pupils live the things to be taught. If truth is to be taught, insist upon his living, not simply telling the truth; likewise have the pupil live honesty, law, and order. Let the soul grow these things into its spiritual body. Then we may say of our schools what Froebel said of his kindergarten: They are free republics of childhood and youth.

When the virtues of character, developed by education, have been thus completely lived and relegated to the sphere of habit, that is, when wholesome physical, mental and moral habits have been formed, the foundation of a useful life has been laid. If now the pupil can frame for himself a noble unrealized self, an ideal rich in its likeness to the Christ-life, the greatest end of home and school has been attained, and an altoworthy life is assured.

How can the home and school be brought nearer together?

1. Teacher and parent must come at once to an earnest, sympathetic recognition of the fact that their labors look to a common end, the complete development of the child. Hence the teacher should early visit the home, make kind inquiry of the child to be under her tuition, urge the parent to visit the school and study and criticise the work, and leave the home impressed with the truth that the child has a friend and helper in her. The teacher's note-book should contain the gleanings from this call, and these should largely influence her course with the child. I know homes in Georgia where such a visit would be like that of an angel.

2. Basing their actions upon the child's tendencies, desires, habits, and environment, parents and teachers should judiciously seek to control the child's energy in forming wholesome physical and mental habits, and noble aspirations, and living in the purest possible environment in literature, social contact, and business relationship.

3. "No man liveth unto himself." We cannot live apart from our neighbors. If we would bring up our own children in honor and usefulness, we must prepare their social environment by bringing up aright our neighbor's children. There must be community ideals, as well as home and individual ideals: and these must be the resull of study, reflection and formulation on the part of the community. To secure this spirit of unity, the community ideal, the school is to be made the centre for parents' meetings, in which the teacher must appear as the active organizing force. The speakers should be, for the most part, interested locally or in the school. Bring out the home and school problems here, discuss them, build up the weak places, and seek to remove hindrances.

4. In a peculiar sense, the school is the common possession of the community; and besides yielding good returns annually in educating the children, it should carry over a large surplus of school spirit, educational enthusiasm, and community pride. Not only should parents be interested, but young men and women should look upon the school as the most dearly prized inheritance of their unborn offspring, and lend their most active coöperation in advancing educational spirit and progress. At the solicitation of the teacher, they should form themselves into an educational club or league and set for themselves certain problems, a school library, school equipment, decoration, etc. People are ready and willing to act with promptness in questions which they understand to be correct and helpful to the common good.

Let the teachers in country, village, and city put themselves in this new channel of life, and a new meaning will be given to our social and educational world.

The Educational Wisdom of the South.

Summaries of Papers read at the Memphis Meeting of the Southern Educational Association, Dec. 27-29, 1899.

[We give here the gist of some of the best papers read at the Memphis meeting of the Southern Educational Association. Some are printed in full elsewhere in this Journal, a few others will be printed in full later. Some of the best papers can not be condensed without destroying their value.—ED.]

Dr. Wm. T. Harris on the Danger of Over-thoroughness in the Lower Stages of Development:

I have had for some time in mind a contribution to child study in the way of directing attention to one of the most important of all fields of inquiry in education, namely, the mode and manner in which the over-cultivation of the lower faculties or mental activities works to arrest the mind in that lower faculty or stage of activity. This subject has received but little attention from the students of education, and yet there is no suhject which deserves more careful investigation, if we except always the question of the educational values of the branches of study. That alone is of more importance, for we must know the ideal of the race hefore we can find any place for education. It is the spectacle of human beings at the hottom of the ladder, while some of their fellow-beings have climhed to the top, that suggests to us the idea of helping those at the hottom to ascend the ladder by education.

We must, therefore, in the science of pedagogy, first fix in our minds the ideals, and then we must see how to elevate the child toward those ideals. We must ascertain what studies are necessary, and at the same time discover how much study of them is good and wholesome, and where they hegin to be hurtful and arrest development. We all know how the good teacher loves to have her pupils linger on the round of the ladder where she is lahoring. Under the plea of thoroughness she detains them, sometimes a year or more, on a lower round, not to their advantage but to their detriment. Before they ascend to the next round they have become listless and mechanical in their habits of study; and yet, it is certain that the school discovered an essential part of its method when it first saw the importance of thoroughness. Thoroughness is necessary in all good instruction, but it is not good when carried to a point where induration, or hardening into habit, begins. For at first a child increases his development in will power and arouses many faculties hy the thorough exercise of one faculty; then hy degrees, the repeated acts of will power begin to produce a hahit and the mind begins to act unconsciously in the line where it at first acted with so much effort of the will; then, at last, the hahit becomes nearly all and the mental development ceases. The other faculties are not any more aroused hy the effort, hut only one slender line of activity is hrought into use and unconscious habit does most of the work. The induration has taken place and the continuance of thoroughness along this line rohs other activities of nervous energy and absorbs them. A machine-like energy supervenes in place of intellect. What was at first an intellectual synthesis has sunk down into use and wont. It has been relegated to the realm of instinct, or to the forms of life activity but little above automatism.

Let us turn over in our minds some of the ways in which arrested development may be produced by what is supposed to be good teaching. Let us see where child study promises to yield the richest results.

THOROUGHNESS.

First, let us take up again the thesis already enunciated, to-wit: That the attempt to secure what is called thoroughness in the branches taught in the elementary schools is often carried too far; in fact, to such an extent as to produce arrested development (a sort of mental paralysis) in the mechanical and formal stages of growth. The mind, in that case, loses its appetite for higher methods and wider generalizations. The law of apperception, we are told, proves that temporary methods of solving problems should not be so thoroughly mastered as to be used involuntarily or as a matter of unconscious habit, for the reason that a higher and more adequate method of solution will be found more difficult to acquire. The more thoroughly a method is learned the more it becomes a part of the mind, and the greater the repugnance of the mind toward a new method. For this reason parents and teachers discourage young children from the practice of counting on the fingers, believing that it will cause much trouble later to root out this vicious habit and replace it by purely mental processes. Teachers should be careful, especially with precocious children, not to continue too long in the use of a process that is becoming mechanical, for it is already growing into a second nature and is becoming a part of the unconscious apperceptive process by which the mind reacts against the environment, recognizes its presence and explains it to itself. The child that has been overtrained in arithmetic reacts apperceptively against his environment, chiefly hy noticing its numerical relations—he counts and adds; his other apperceptive reactions heing feeble, he neglects qualities and casual relations.

It is certainly an advance on immediate sense-perception to he ahle to separate or analyze the concrete, whole impression, and consider the quantity apart hy itself; but if arrested mental growth takes place here the result is deplorable. That such arrest may be caused hy too exclusive training in recognizing numerical relations, colors, geometric shapes or, in short, any isolated feature in the field of sense-perception, is beyond a doubt.

The great sleight-of-hand performer, Robert Houdin (or was it Hermann?) tells us in his memoirs how his father trained him to pay attention to show windows and take a mental inventory of their contents, counting the objects and remembering what they all were in a glance. Of course the kind of perception and memory developed was a kind that would lame his power of thought. It was worse than the power of attention of the savage who sees the trail of his enemy or of a wild beast where ordinary observers would not see a single trace to give them suspicion, for the savage combines the evidences which his senses perceive by the power of thought and interprets them by the category of causality.

Again, it seems a fine thing to have the gift of a pioneer—that of Buffalo Bill or the Texas boy who can ride a horse like a circus performer or the Indian boy who can follow a trail. But could you make a hotanist out of the latter or give the former a graceful carriage and ease of manner in a court or before royal presence?

The concentration of the mind on the art of balancing one-

self on the back of a wild horse and baffling all his effort to throw his rider certainly fixes two or three mental habits and makes it very hard to acquire others. How hard it would be for an Indian boy to unfix his attention from the slight, almost invisible traces of the wild foe whose trail he has found and study the genus, species, variety and family of the plants before him; how difficult for him to study the writings of botanists and learn to see all the plants in each one!

One illustration of a method as vicious as mnemonics is that of the teaching how to read by what is called phonics. The child is introduced to a series of words in which one vowel sound is common to nearly all the words. He learns to read: A fat cat sat on a mat. He had a rat," etc. The child is drilled in such combinations until he loses the sense of euphony and acquires a habit of making English sentences with villainous cacophonics. Here is produced a fixed habit, and arrested development of the culture of the ear for pleasant sounding speech

---

B. F. Johnson; Tripartite Education :

Men are realizing as they have never done before the importance of educating aright their sons and daughters. Our great grandfathers were interested in getting from the soil a meager sustenance. Our fathers, reaching a higher stage, contended for the three R's—reading, writing and arithmetic. Our present generation, reaching a higher stage still, contend for the three H's—head, hand and heart—and only by the cultivatiou of these three may we hope to reach that high standard that God planned for us when man was made.

Any trained and properly developed man or woman is worth, to his or her community, fifty times as much as the ignorant and undeveloped man or woman.

The wise and progressive men and women who direct the policy of our higher instutions of learning are rapidly adjusting the inconsistencies of our educational work, and are already providing tripartite education. That institution that does not give due consideration to the spiritual and physical culture of its pupils is not properly equipped and will in the course of a few years be numbered among the failures of the past.

It is a good thing to establish gymnasiums and to employ skilled physicians as physical directors in our schools and colleges. It is a good thing to establish Bible chairs for the systematic study of the Bible; it is a good thing to encourage the study of all the languages and sciences. The director of the gymnasium should occupy just as dignified a position and draw just as large a salary as the professor of Greek. The Bible instruction should not be pushed off into some inconvenient hour at the end of the week, but be taken up as an important daily part of the curriculum, and the teacher in this department should be considered just as necessary—his services just as well paid for—as the professsor of physics.

I am connected with a denomination which has stamped in a most emphatic manner its disapproval of any connection between church and state. I heartily accord in that sentiment, but I do believe that in public schools, in private schools, in schools of every class and condition, that from the first to the graduating day of the pupil, there should be a portion of each day devoted to moral, spiritual and physical, as well as intellectual cultivation.

To train the intellect without cultivating the highest qualities of Christian character is to turn loose on the world men and women whose capacity for evil is increased a hundred fold. To cultivate the intellect and neglect the body is to send forth decrepit, ill-developed specimens of humanity who are constantly asking the question, "Is life worth living?" and deciding it negatively by sinking into inglorious or suicidal graves. Ask the healthy, developed, full-blooded, all-round man or woman "Is life worth living?" and you can tell by the sparkle in the eye, the glow of the countenance, by the soul flash that leaps out to greet you, that he feels that the life here is a grand and glorious thing,and that we are now living in the vestibule of the even more glorious and better life that awaits us.

In the southern states of the American Union, with which this organization is especially identified and for whose interest this meeting is held, there are many practices that we deprecate; there are many things that sadden our hearts and, sometimes, almost discourage us; yet I believe that our people possess certain elements of character which, when properly trained, encouraged and developed, will make them not only leaders of this nation, but of the world. There is a downright sincerity and honesty of purpose, and there has been handed down from onr forefathers a respect for the teachings of God's word, a wholesome appreciation of law and order, a regard for the rights of others, and other admirable qualities which I need not enumerate in detail. Now, let us rejoice in the advantages our people possess; let us seize upon the opportunities they offer us, and lay out a course of training that will cultivate the noblest impulses and lead to those uplifting influences that eliminate the evils from which we suffer, by crowding out the bad with good influences.

Superintendent J. G. Wooten, Paris, Texas; Industrial Education in Public Schools:

The conditions that confront us to-day demand that something more be done toward industrial training than our several state and private institutions of technology, our agricultural and mechanical colleges can possibly accomplish, although these schools have done and are still doing a wonderful work. Manual training schools must be placed nearer the homes of our people. Many are too poor to meet the expense however small, which must be incurred in sending a boy or girl away from home. In many cases we fail to reach the very ones that ought to be reached. Yet we must be actuated by common sense in the establishment of such schools, and not by mere theory. Industrial training can not now be introduced into the country schools It is impracticable: but it can be made successful in our cities and towns. This would be in easy reach of a majority of our ambitious and wide awake boys and girls in almost every county of every state.

The professions are full, and the time has come when we must prepare our boys for some other pursuits. Education is no longer reguarded as a mere ornament. It must accomplish something, and in order to do so new avenues of industry must be opened for it. I believe that every man, if possible, should have some trade, or at least know something

about some trade, and I am an advocate of the doctrine that it should be taught him while young. Fortunate is he who has some profession or trade upon which to rely, if failure happens to overtake him in some other business.

Too many of our boys enter upon the sterner duties of life without a due preparation for them. From some cause they rush into business too soon. There is a great deal of boy labor in our Southern cities. Men employ boys because they are cheap, thus leading them away from school before they have received even a tolerable education. It is a lamentable fact that not more than 20 per cent reach the eighth grade in our public schools. Without education, without industrial training save that of the rudest kind, they find their salaries remain the same year after year.

I believe that, if we place industrial training in our city graded and high schools, we will not only benefit our boys by preparing them to learn some of the useful arts and sciences, but we will be able to keep them in school very much longer. The fundamental principle that underlies public education is not only to make a more intelligent citizenship, but also to create a useful and honest citizenship; to train not only for self-government, but for a self-supporting independence. The government is the best which has the fewest paupers and the greatest number of thriving artisans and honest laborers. It is ours to help in creating such a state of affairs, and I believe we can do more toward it in our schools than anywhere else.

If there were nothing else to make me favor the introduction of manual training into our city schools, the large negro population we have would be sufficient. Any one familiar with the condition of the negro to-day must admit that something must be done besides talk to make that condition better. True, education has helped him, but at the same time it has had its "drawbacks." The average country negro, as soon as he learns to read and write, thinks he is called to preach, and feels that his day of toil is at an end. This race must be taught that their future weal is dependent upon their following useful pursuits; that education does not mean cessation from labor, but is intended to assuage its severity and lighten its burdens.

Mrs. Electra Semmes Colston, Girls' High School, Mobile, Ala.; Public School Education of Girls.

The principal aim of education is to make a nobler race; and, to make a nobler race, it is necessary to make nobler women. The object of the education of girls should be to make them good daughters, good sisters, good wives and good mothers. Education is the most influential power of civilization, and the education of girls must commence in their infancy and continue through their youth. Mothers moulded by constant contact with higher education become students of their children and lay plans to develop their young minds to the highest possible attainment. When girls appear for admission in public schools they should be given the same chances that boys are given.

The first public school established for girls in America was at Barryfort, Mass., in 1792, when the selectmen made arrangements to give them the advantage of one and one-half hours' study a day, after the boys had been dismissed. This training consisted only of grammar, reading and arithmetic. In this day, however, girls have equal chances to secure an education with their brothers. The fact that 82 per cent of the teachers of schools in the United States are women shows how worthy girls have proven themselves of this opportunity. All wise educators are agreed that the best work should be put into the primary departments. No half distinct images should be instilled into the minds of the young people. Classes should contain no larger number than the teachers can become familiar with the personalities of.

One great aim should be to instill into women the consciousness that pure home life is the highest development they can obtain in any school. Physiology, chemistry and other studies begun in school laboratories must be completed in the home. If a girl is educated in such a manner as to make her incapable of self-support, she is liable to become either directly or indirectly dependent upon the charitable public when thrown on her own resources. Educators should see that girls' hands are trained in such manner that they can take up work in offices, schools, shops, factories, etc., immediately, when forced to make their own living.

Chancellor J. H. Kirkland, Vanderbilt University; The State and Higher Education:

It was an observation of Macaulay's that "the education of the people ought to be the first concern of the state." The fulness of this obligation was long ago recognized by Plato, who considered it the duty of the state to educate, and make that education compulsory. The twenty-three centuries that have passed since Plato's time have only made that duty plainer, that obligtion more binding. The recognition of this obligation on the part of our own country has been the means of upbuilding a system of public schools highly creditable to our civilization and of which we are justly proud. But the state has an interest in education that extends beyond the common school. She needs well-equipped professional men —lawyers able to expound her laws and strong to uphold them; physicians skilled to arrest disease and guard the public health; druggists trained to handle their wares without risk to the general safety; engineers competent for their tasks; dentists prepared for their calling. Aside from professional men, the state is interested in having a supply of men and women thoroughly trained in studies of general cultural value. A high grade of citizenship is an honor and a support to any nation. Such men are needed in the school-room, in editorial chairs, in the marts of trade, on the farms, on the streets. Oftentimes one man scientifically trained is worth more in dollars and cents to the state than the cost of equipping and endowing the most magnificent university. The need of men of high culture and attainments is peculiarly great in America; the very nature of our government makes necessary a high average of citizenship, in as much as individual responsibility plays so large a part in our national life.

Superintendent J. M. McCallie, Henderson, Ky., on The Education of the Imagination:

I would not have you believe that I think that the imagination is the only thing in the child worth looking after; but

I do think that if the imagination were reckoned with in all our teaching, the children would learn many more facts of value to them in less time, and with thrice the pleasure, than when we try to teach them these facts by suppressing the imagination.

A child cannot read with proper expression without picturing vividly the scene described; he may juggle with figures, but he can know no mathematics without imagination. He may memorize questions in geography, but he can know geography only through the imagination; he may be able to repeat pages of history, but without an imaginatoon it profiteth him nothing; he may be able to conjugate the verb in all its modes and tenses and parse *ad infinitum*, but if he have not withal an imagination, it is worse than tinkling cymbals or sounding brass.

Why are we so hard of heart and so slow to believe? The imagination is the medium in which the child lives. The question of the relation of the school to the child's life is at the bottom simply this: Shall we ignore this native setting and tendency, dealing not with the living child at all, but with the dead image we have erected, or shall we give it play and satisfaction? If we once believe in life and the life of the child, then will the uses and occupations spoken of, then will all history and science, become instruments of appeal and materials of culture to his imagination, and through that to the richness and the ordiliness of his life. Where we now see only the outward doing and the outward product, there behind all visible results is the readjustment of mental attribute, the enlarged and sympathetic vision, the sense of growing power, and the willing ability to identify both insight and capacity with the interests of the world and man. Unless culture be superficial polish, a veneering of mahogany over common wood, it surely is this—the growth of the imagination in flexibility, in scope, and in sympathy, till the life which the individual lives is formed with the life of nature and society. When nature and society can live in the school room, when the forms and tools of learning are subordinated to the substance and experience, then will there be an opportunity for this identification, and culture will be the democratic pass word.

Dr. J. C. Jones, University of Missouri, on Success of the College Graduate:

A review of our political history will show that the aid furnished by a college is such as to increase one's chances of election or appointment to office from thirty-six to eight-five times; that, in a population of which the college graduates form but a little more than 1 per cent, 55 per cent of the presidents, more than 50 per cent of the cabinet officers and more than 85 per cent of the justices of the Supreme Court have come from this class. While the graduates compose but 34 per cent of the members of the house of any congress, they compose 56 per cent of the men who were the most distinguished. In medicine, the leaders in thought, the men who are pushing their investigations into the fields heretofore unexplored, the successful physicians, are college-bred men.

There is scarcely a position of note in college or university that is held by a non-graduate, and when such is the case it attracts much attention. In the business of teaching, competition has become so fierce and the demands of the college so high that one must be more than a graduate to secure even a subordinate place.

It cannot be denied that in literature some men have attained eminent success upon whom no college has set its seal of approval; but that proves nothing, and the fact still remains that the great names of American literature are the names of college gradnates.

Of the railway presidents of the United States nearly 40 per cent are college graduates. This is amazing, in view of the fact that the college man in business has been so much decried and ridiculed, that only about one man in every hundred is a graduate. Yet in this field of business, where great skill, ability and prudence are required to manage the immense properties, we find that the graduates number not 1 per cent., but nearly 40. Every clear-sighted young man must see how great an advantage will come to him if he will take the time and trouble to become master of himself before he tries to become the master of others.

While men without a college education have wrought worthily and well in all periods of the world's history, who can say how far they might have surpassed their own splendid efforts if they could have entered upon their work with well disciplined powers?

There is no such thing "as a self-made man" in the mental world any more than in the physical world. We are all heirs to all the learning, to all the culture of the past, and this the "self-made man" inherits along with the rest of mankind. This influence is not directed upon him through exactly the same channels as upon other men; but he feeds upon it and assimilates it, and is nourished by it just as other men. Cut him off from all the influences that culture has set at work in the world, throw him back upon his own barren self, and he will realize his own emptiness. He loses sight of this point and imagines that he is the product of himself, when, in reality, he is just as much the product of the combined influences of knowledge and culture as any other man These influences surround him like the sunlight and envelop him like the air, and he can no more free himself from them than he escape from the influence of air and sunlight.

It pays in the saving of time to prepare well for one's life-work. The well equipped man will do more in ten years than the poorly trained man in twenty, and will do it with more ease and pleasure. It pays in dollars and cents, too. Statistics show that a college education adds 200 per cent to one's wage-earning power. No arithmetic has yet been devised that can estimate the per cent. that it adds to one's manliness, usefulness and happiness

---

Dr. J. L. M. Curry, General Agent of the Peabody Fund, on Educational Development in the South:

Education is the best test of civilization; the school is civilization's best friend. There is no danger of over-education. Universal education is necessary for the existence of a democracy. The South has made much progress, but it has not

been in the country and among the farmers. We have been carrying heavy responsibilities, but the responsibilities and difficulties of the future are greater still. The ratio of illiteracy is of more importance to the South than anything else at this time. I am glad to hear men talk about the startling industrial strides which the South is making; but the question of education in the South is a thing of more importance than all other questions combined. Our school houses should be better and they should be supplied with libraries. The building should be respectable, as should everything about the school. The time that children are permitted to attend school is too short; a four months term is a miserable travesty on education.

There can be no civilization, no virtue in man or woman without education. To deny any individual the right to education is blasphemy and a crime. The only way to preserve American institutions is through universal education and the general dissemination of human knowledge. The expenses for maintaining public schools constitutes the most just and most profitable levy that can be made upon the resources of the country. Money invested in schools pays a higher dividend than all other investments combined.

President Chas. W. Dabney, University of Tennessee; Washington's Interest in Education:

Local prejudices and divided policies were his horror, and we are not surprised, when he comes to his last days and writes his will, that the main request made in it is for the establishment of a national university, whose chief object should be the development of the young men of this country in the national spirit. Washington saw clearly that it was only by educating the people that a nation of freemen could be made permanent. Great monarchies, founded upon the "divine right" to govern, begin the training of their people by building national universities and professional schools in which to educate agents to rule and officers to drill their subjects in all their grades. They mold and train, rather than educate, their children from above downward, until each one is made to fit exactly into his appointed place and do his prescribed work as well as possible. In such a government the university for the classes comes first in time, the free public school for the masses comes last.

In the republic the order of procedure is exactly reversed. It is founded upon the individual man, who must be educated and trained and then given the opportunity to acquire wealth before he is competent to build universities. The republic begins with the free school and educates its citizens from below upward, through high schools and colleges, lifting all up and up in proportion to their qualifications, and finally sending a few of them to the university to be made leaders of thought and action. The Democratic system of education gives every man the freest opportunity to become in the fullest measure all for which nature has fitted him. It aims to educate each individual man so that he may attain the maximum of his possibilities in the direction of his peculiar talents and opportunities. It produces, not a series of type-men, molded to fit particular places, but a world of freely developed souls, strong to do the work for which their creator made them. This system produces, not the procrustean sameness of the monarchy, but a great variety of noble men and women possessing infinite diversity of potentiality and purpose. The democracy gives a chance to the poor boy as well as the rich, and demands of each that he be the best and do the best he can. It aims, thus, not to train the man to fit a little place, but to educate him to carve out an ample place to fit himself.

Though he never received the advantages of a liberal education, Washington was a devoted friend of education, and never lost an opportunity, in public address or a message to Congress to advocate the cause of public education. Although the issues were not so clearly drawn in his day, he was distinctly a friend of the scientific and technical education as against the classical. A careful study of his utterances shows that he was the first advocate of the new education in America. His will shows that he had two main objects in the national university. The first of these was the development of the national spirit, the second was the promotion of scientific and technical education.

Superintendent J. C. Hardy, Jackson, Miss.; How to Improve Our Rural Schools:

The people are looking less and less to the politicians and more and more to the teachers of the land for the solution of the problems pressing them so sorely upon every side. They realize that the questions of destiny are being worked out in the schoolhouses of our country and not in the halls of our legislatures. To the teachers have they directed the inquiries as to how their rural schools may be improved, and the question before us now is, what can we do with it?

To qualify a sufficient corps of trained teachers in the few normals and training schools at our command; to provide, out of our poverty, ample means for the extension of our terms; to build and equip commodious and comfortable schoolhouses at the cost of an additional burden of taxation; to meet the extra expense and to overcome the prejudice of educating the negro portion of our population; to improve our public roads so as to facilitate the consolidation of weak and non-progressive schools; to secure expert and wise county supervision; to develop a public sentiment imbued with a sufficient vitality of progress to overcome the blighting influences of isolation, and to brighten and make happy the social life of the country, are undertakings which, while calculated to discourage and appall the most enthusiastic and brave, are yet at the same time worthy of the best thought and efforts of our most gifted educators and statesmen.

The point of contact in taking hold of this educational question is the teacher. Give us a sufficient number of qualified teachers for our rural schools, and all other difficulties will disappear as rapidly as dry stubble before a consuming fire.

My demand is for a trained teacher for every school. Is it possible to secure this under present conditions? Certainly not. So long as the people of the rural districts are satisfied with a school system which gives them a school for only four or five months in the year, while the city schools run nine months, they will have to put up with incompetent teachers and inferior schools. Until there can be offered a year's work and a year's wages, it will be impossible to retain accomplished

teachers for our rural schools. What is the remedy? Place them upon an equal footing with our city schools and call to their support the sound American doctrine that the property of the state shall bear the burden of educating the youth of the state. Let our educational organization be by counties which cover the entire state and embrace every child within the state, and not by cities and separate school districts, which are only in spots. That educational system that gives to the children of our cities nine months' schooling each year, and to the children of the rural districts only four or five, is not only dangerous in its tendency, but is contrary to the spirit and genius of American institutions.

There is a great burden in educating the negro. And there is arising great prejudice against his education at the public expense. Of course this stands in the way of the improvement of our rural schools, but we must overcome every obstacle. I, for one, am in favor of the education of the negro.

To vitalize and unify the force of a school, expert supervision is absolutely necessary. The weak points in our educational system is that the county superintendents are not required to be school men, and are not paid salaries commensurate with the work that ought to be done by a county superintendent. If it pays Memphis, Birmingham, Atlanta, Galveston, New Orleans and other cities to employ men to give their entire time to supervision when they run their schools for nine months in the year and are able to employ the best trained teachers to be found, how much more would it pay a county whose schools run for a shorter time, whose equipment is of the poorest and whose teachers, as a rule, are young and inexperienced? I would abolish the office of county superintendent as a political office, making it neither elective by the people nor appointive by the state board of education. I would put it upon the same basis as the office of city superintendent, having it filled by a county board of education, just as the office of city superintendent is filled by the city board of education. I would give the county board the same privilege as the city board now has—that of selecting the best man for the best place, it matters not where they may find him. The average salary paid the county superintendent for the entire country is $828, while of course for the South it is much smaller than that. This will give some idea as to the character of service rendered in this position. The compensation not being enough to support him, he must resort to some other employment, which divides his time and interest and thus destroys his efficiency.

With a trained teacher in every schoolhouse, with a nine months term for every school, with a beautiful and comfortable schoolhouse for every teacher, with good roads from every home, with wise, energetic supervision in every county, how different the landscape would appear. The dark and gloomy picture that now stands out in such bold relief would disappear, and disappear forever. With an educated father and mother in every home and with the schoolhouse as the center of the economic, intellectual and social life of the community, there will come such an enjoyment from this new vitalizing intercourse as shall destroy the deadening effects of isolation which is now the bane of country life.

Mrs. S. B. Anderson, Memphis, Tenn.; The Influence of Women's Clubs on Education:

The Federation of Women's Clubs of Tennessee has taken education for its special work during the four years of its existence. Among other things, it has equipped seventeen traveling libraries and sent them on their journeys thrngh the portions of the state cut off from literary and educational advantages.

A member of the faculty of the Peabody Normal School serves as chairman of the educational department of the federation. The Peabody Woman's Club is made up of young ladies from all over the south and west, and there is no measuring the future influence they will have on education. They have already sent out two well selected traveling libraries.

Two clubs of Morristown have united and equipped a reading room, all the expenses of which they maintain.

At Cleveland a club of twenty women has opened a large reading room. It pays all expenses, including heating and lighting. This reading room is free, to and for the benefit of the public.

The Woman's Club of Harriman, a little town up in the mountains, has started a free library of 400 or 500 volumes. What this means to people cut off from so much of the intellectual life of the world, no one can tell.

The Twentieth Century Club of Nashville has established a reading room and circulating library in the factory district. This library is largely selected to meet the needs of the young people in this working district.

A circle of King's Daughters in Knoxville has for ten years raised a thousand dollars a year for the support of a free kindergarten in that city. There are only fifteen young ladies in this circle, and it is earnest work, not play, they are doing. Besides paying the expenses of the kindergarten, they visit in the homes of the pupils and have established friendly relations with the parents.

The Margaret Chamberlain Free Kindergarten of this city is supported by the Friends of the Needy Circle of the King's Daughters. When one reflects that in thus guiding the minds of children they are helping shape the future of the state, it is impossible to tell the extent of their influence.

The Vanity Fair Club of this city has during the seven years of its existence raised an average of $1,200 a year for the benefit of two of our orphan asylums. It is a great thing to have youth, beauty and social position and to have put these good gifts to such gracious uses.

Through the Federation of Women's Clubs a Tennessee girl has received a free scholarship in the School of Domestic Sciences at Worchester, Mass. She will return fully equipped to extend this good work in her own state. The federation is now working to establish a free scholarship in Columbia University for a native Tennessean.

We had last year before the legislature a compulsory education bill. While it failed to pass, we are not discouraged. The State Federation of Labor passed resolutions indorsing this bill as one of the best possible measures for Tennessee. The labor people have the power, and if they are convinced of its desirability it is sure to come. This may be one of the issues in the next gubernatorial election.

The federation has asked, as a matter of public education,

the appointment of an active library commission, with at least one woman as a memher, to have charge of the lihrary interests of the state

---

President James K. Powers, University of Alabama: The Grounds of Popular Education:

The ground on which public education rests is not that of charity in any form. If it were, it would he degrading to accept it except when necessary. It is not based on the theory that the state owes all children an education, for it does not any more than it owes them food and raiment. It is, however, based on the fact that property is created, enhanced and protected hy legislation; that such legislation is in turn encouraged, stimulated and supported by intelligence; that this intelligence is the more effective as it approaches universality; and that puhlic education, supported by taxation and directed in whole or in part hy the state, is the only means of approaching universal intelligence. Private education is necessarily for the few who are ahle to pay for it. Denominational education, as its name implies, is for the classes, while public education alone reaches the masses.

If, as indicated by this line of reasoning, property is created and its value enhanced hy universal intelligence, surely it is under ohligation to contribute thereto. And this is the ground for taxation for schools or public education.

Many persons who would not consent to taxation for educational purposes on this logical ground, welcome it from an economical standpoint. A low school tax goes much further than the most reasonahle of tuition charges. Again, all know that schoolhouses and teachers are cheaper than jails and courts and court-houses. In a word, it is more economical to reduce crime hy education than to punish the criminals. It is true that education does not aholish crime, nor does an armed constahulary, hy whatever name called, prevent it. Neither has the millennium yet come.

While these are the grounds on which puhlic education is urged and accepted, there is no questioning the fact that the individual is henefited. No one objects to that, for therein lies its efficiency. The uplifting of the masses is the measure of its power. Hence all can accept its benefits without any sense of ohligation.

Now, if property owners suhmit to taxation for the support of schools as an arm of the government, for the purposes indicated, they have at least a moral right to follow up the matter and see that the money thus collected shall he made effective. That means compulsory education as a logical sequal. This is as certain to come as that puhlic education will continue as a policy or principle of our government. Indeed, it has already come in the older part of the country. It will have here, as elsewhere, its limitations adapting it to its surroundings.

Chancellor R. B. Fulton, University of Mississippi; Practical Education:

The hest education for any race of men is that which best fits each generation to meet and to master the life problems just hefore it. The ancient Persians had hut a short educational creed. They taught their sons only to use the how and to speak the truth. But this simple education in manly virtue fitted them to he the progenitors of the Aryan race. Many centuries later, in the age of chivalry, when knighthood was in flower, the curriculum used hy our sturdy ancestors was hut little enlarged, and yet it was that for which the age called. In the first eight decades of the nineteenth century the education offered in the unorganized elementary schools or the colleges of the south was only that which the patrons demanded. The meagre support given the common schools fostered the educational heresy that a knowledge of the merest rudiments was all which the community had any interest in affording to the coming generation. The colleges fitted for enjoying worthily inherited riches, rather than for producing material or intellectual wealth.

It is just in this particular that the twentieth century shall witness the greatest change in our educational methods. In the middle ages knowledge and learning belonged to cloisters. Science, so called, sought the philosopher's stone and the elixir of life, or vainly strove to peer into the future. In the later years of the nineteenth century the printing press, steam and electricity have comhined to spread knowledge more rapidly and widely than the rays of the sun are shed over the earth, and thisknowledge is as much for man's use and benefit as the sunshine itself. Unless all prophetic signs are valueless the white race in the Southern states has just hefore it the most magnificent development in the matter of production of material values which the world has ever known. Gradually the social and the economic problems which hindered have been solved. Skilled manual lahor has acquired a dignity which slavery denied to it. Railroads have formed an all-emhracing network of steel which hinds with commercial and social ties even stronger than steel. The wealth of coal and iron which our fathers could not use is being poured into the markets of the world in ever-increasing volume. The most hopeful augury of all is found in the certainty that the hrain-power of the south shall speedily and powerfully he felt in preparing for man's use the materials with which nature has so hountifully hlest our land.

The industrial era that is at our doors demands that while no form of sound educational work is allowed to lack material support, the science and the skill that are needed to develop textile art shall receive due consideration. In this direction lie not only the sources of material wealth and industrial prosperity, hut, for us the happy settling of grave social and economic problems.

Prof. E. C. Branson, University of Georgia; Education and Crime:

This question, like all really great questions, is not one to he settled hy mere discussion. For good or ill, the civilized world has steadily moved forward toward universal education, in accord with the profound helief of the great masses of men in modern times, that ignorance, and not education, is the mother of vice, that virtue is grounded in the reason, that enlightened intelligences are necessary to enlightened consciences, that illiteracy is a menace to the individual and to the community, and that education hy the state is not charity of the state hut a defense for the state.

In order to come closer to the share of the school in the

production of crime, let us ask what crime is, and what, in the opinion of criminologists, its sources are. Briefly, crime is conduct violative of an authorized formal expression of public taste, conscience, or judgment concerning matters of propriety, safety, justice, morality, or policy. It is the will of one in active conflict with the wills of all, to the immediate or remote danger of community welfare. Crimes are the diseases of the social body, freely created by the will of one and the wills of all under the conditions affecting the actions of will.

Thus civilization produces its own crimes, and so in a sense not usually considered. Among primitive peoples, widely scattered and loosely compacted, with large range for the gratification of personal desires, with low standards of taste, propriety, conscience, and conduct, laws would be few. Few laws, few violations of law, few crimes in consequence. But as civilization advances, community life becomes more closely federated and more complex. It calls for surrender of personal rights and properties in fair proportion for the common good. Coöperative endeavor becomes a marked feature of community life. Standards of taste, propriety, conscience and conduct are elevated, and laws become more numerous. More laws, more crimes, more criminals are the consequence. Conduct once lawful now becomes criminal. Thus, the multiplicity of laws and the increase of cases upon prison records indicate an increase of crime less than an increase of public sensitiveness about crime. They are an evidence, not of rotting, but of ripening civilization, inasmuch as conduct not before considered criminal has now become so at the bar of public conscience, public opinion and public taste. I dare say that the police records of Atlanta will show an increase of offenders this year over last; not because her public schools are failing to decrease crime, but because it is now a misdemeanor in that city to spit on the sidewalk.

It seems to be uniformly true that in all countries where educational facilities have increased, serious crimes have decreased, while the court records show more and more misdemeanor cases. It indicates, I repeat, not an increase of bad conduct so much as an increase of public distaste against disorder and indecency. The law is merely taking cognizance of a wider range of offenses.

If, now, we look straight at the sources of crime, we shall see, I think, that public education is not one of them or only insignificantly so; but, on the contrary, that it is one of the chief defenses of society against crime, and so by the common consent of criminologists.

With Napoleon's sentries at his doors and French spies scattered through his lecture hall, the great Fichte fearlessly preached the regeneration of Germany by means of universal education. He said: "We must make education our supreme task; we must realize the Platonic republic, where the wisest rule and education was the chief problem for statesmanship. This policy must be our destiny; our leaders must be priests of truth and in her pay; they must think fearlessly and ceaselessly in all directions; must investigate and discuss, do and suffer all in the world's great holy cause of science and learning,"—a sentiment that will need to be uttered confidently and strongly many times in the South before the battle for popular education is finally and magnificently won.

Pres. Jerome H. Raymond, University of West Virginia; Election of Studies:

I have the honor to present for your consideration what I believe to be the most important principle in education, the principle of voluntary election of studies by the student himself. This principle is based upon the proposition that no two people are alike; that any attempt to make people alike must result in total failure, and, if it could succeed, would prove a calamity to the race. Education tends to diversify society; and if any man, in the name of education, tries to force the race, or any part of it, backward into primitive uniformity, that man proves by that action that he is not a help, but a hindrance, in the work of human development.

The time is gone by when an intelligent father forces his son to study medicine or law or theology against the son's will. Experience has demonstrated that dreary failure is inevitably the result of such compulsion. It must be left to the son himself to decide what he will do, and what he will do depends entirely upon what he wants to do. Does not even a boy of eight years old know what he likes to study? Does not every child who has an aptitude for science reveal it in every act and every habit of life? Will he not tell you more about the life of the little birds of the air and the beasts of the field than you yourself know? Can he not tell you little peculirities and eccentricities of which you are ignorant? I would allow that boy every time to select his own course of study. He would revel in all the science he could get hold of and come out a first-class thinker, a trained scientist, provided other people would keep hands off and not force him to swallow something he loathes and abhors. You can reason with that kind of a boy. He will believe you when you tell him that in order to make his favorite line of work complete and rich, he will need German and French to help him later to read the best scientific literature, and then he will elect German and French. He will be willing, too, to know enough of Greek and Latin to make plain to him scientific terms. In short, a capable adviser would start such a boy on the right road at ten years of age, and the result would astonish one who did not know what a boy is capable of who follows his intellectual inclinations. Do you know a student who from a child has been absorbed in history, who has reveled in the tales of chivalry, who has thrilled at deeds of valor?" Let such a child wander undisturbed through the fields of history. He will get every bit as substantial discipline from the study of history as from anything else, and, by and by, he will be glad to be directed to political science, and economics, and sociology, and anthropology, and ethnology, and so round out his loved study with whatever is related to it. Believe me, if a child loves a study, he should be indulged in it and allowed to carry it on to the utmost limit. It is an error, a wicked, unpardonable wrong, this making students do what they hate to do, for some fancied good that will accrue sometime. What right have you or I to keep an education away from any young man or woman, or from any child, on the ground that all sorts of disagreeable intellectual cramming have not first been endured? To force a boy's mental life into uncongenial channels is to make him hate all mental life, to kill him intellectually; to lead him into a congenial, happy life of mental effort is to render him an invaluable service.

Prescribed studies kill; voluntary studies give life. That way madness lies. This way is eternal life.

And, now, what are the results of the elective system on the student, on the teacher, on the college, on society? Let us see what the elective system has done for the student.

First—He brings to his work zeal and enthusiasm, hearty appreciation of his opportunities and a delight in doing his work. What one loves to do he does well; that we all know. When a student plunges into science because he loves it, because his curiosity to know the mysteries of the natural forces has been an over-mastering passion, be very, very sure he will not have to be urged and coaxed and driven to do what he does well. He will gain knowledge and power. He will work out his own salvation a great deal quicker than you can do it for him, and he will make a first-class scientists out of himself as naturally as a flower opens to the light of the sun.

Second—The awful ogre known as "not passing" is banished from the life of the student who elects his work. Who ever heard of a failure to pass in a study in which one is deeply interested?

Third—From doing one thing thoroughly and well, a student learns to do other things well. One study mastered, all the other studies are easier of mastery. With the conquest of principles pertaining to one field of work, every other field becomes easier of mastery.

The elective system enables the student to find his life-work. Long before he has finished his university course he will have discovered what he can and what he cannot do, and he will not be likely to enter for alife-work any department of work where he knows he will be a failure. He will have had time to test his likes and dislikes, and will be well on the way to a work which he wishes to do permanently before he knows it.

After all, the strongest argument for the adoption of the elective system is, that it has proved to be successful where it has been tried. In West Virginia University the results have been identical with those obtained at the University of Indiana, at Harvard, at Leland Stanford. At Oxford and at Cambridge there are practically no barriers to election. On the continent of Europe and in the United states all the tendency is toward this system.

Prof. A. H. Purdue, University of Arkansas; Demands upon University Curricula:

The forces which determine what curricula should provide for are formed without. It is the needs of the world at large that universities are to meet. The recent phenomenal development of many of our leading universities shows that they have in a large measure met the demands of the times upon them.

Universities are the centers about which the best thought of the world collects and is given out. They are the thought ganglia of our civilization. The increasing complexity of the business and social worlds have brought many demands upon educational institutions that could not have been foreseen twenty-five years ago.

If education is for anything, it is to fit men for the times in which they live. It is to produce men of the world—men of affairs. Universities should be practical. That they are coming more and more to take on a practical phase is evidenced by the demands industrial concerns make upon them, and by the tendency of our government in recent years to seek the advice of university men on important commissions.

The university course of a young man covers four of the best years of his life. He attends college at a great sacrifice to himself and parents. University authorities should seek to give him not only value received for his time and money, but the greatest possible value.

Young men enter college to prepare for the struggle of life. It is usually to acquire strength to realize a laudable ambition; but this means a struggle. Universities must recognize this and provide what he needs.

The industrial and the intellectual are so closely interwoven that universities force many young men into college. Herein lies one of the strongest points in favor of liberal support of educational institutions. The universities inculcate the ethical ideas that should prevail in business. The elimination of selfishness and inculcation of honesty that comes with the higher education of those engaged in the industries is the only hope for the fair adjustment of material interests.

The great number of subjects recently forced upon universities makes the arrangement of curricula a difficult matter. The public demands a great many subjects taught and for each subject a great deal of time, and the only solution for the problem is the arrangement of a large number of groups, each consisting of a central subject and its cognate subjects, as required work, and offering a large number of electives to provide for a liberal education.

The present limited number of groups usually offered tends to make types of men instead of men. What we need is men, not types. No one expects much of a man who is no more than a type. He is a molecule that acts like every other molecule of the mass. Men can be made only by the education adapted to natural tendencies. It is a crime against education to force students to study what they neither want nor need. It is reckless radicalism to cast aside all that is old, but the conservatism that holds on to a thing for no other reason than that it is old is just as reckless.

As a means of education the classics have been and will remain of the highest value, but they must not claim a monopoly of the educational process. The great fields of engineering, economics, history, and science are just as educative. To nothing else are we so indebted for the liberation of thought as to the sciences. They supply a realm of intellectual exercise only the borders of which will be explored, though the time be extended to eons and the human mind attain gigantic proportions.

The supremacy of the sciences over the classics is not desired. It is only pleaded that they may be placed on the same footing; that curricula remove the restrictions classics frequently impose; that the atmosphere of universities be as conducive to the sciences as to the classics. The sciences and the scientific spirit are the redeeming features of the university of to-day. Without these, universities would be objects of ridicule by the world at large.

Superintendent J. H. Hinemon, Pine Bluff, Ark.; The Superintendent and his Work:

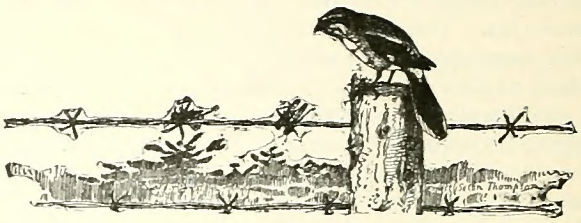
The superintendent should be a man of broad and liberal

scholarship, and of great zeal for the cause of education and the betterment of humanity. He must have an intense love for children, and, whatever his years, must be full of the buoyancy and expectancy of youth. Without a proper appreciation of the practical and culture values of a generous education, no man can make the schools under his care of high intellectual power. One of the chief reasons why so many of our young people drop out of the school ranks, even before they have finished the grammar school course, is their failure to appreciate the worth of knowledge. We must not forget that it is not what we do, but what we get the children to do, that tests the efficiency of our efforts. To create the desire to know is far better than to impart knowledge. Too often our schools are loaded down with dead formalism. They need the spirit of life breathed into them. The teachings of the books should be closely associated with the facts of life, and the teacher should never lose an opportunity of making newly acquired knowledge of living value to the child. We need less of mere bookishness, less of plain question and answer, less of mere memory work without right or reason.

If the superintendent is to accomplish the full purpose of his mission he must zealously strive to create among his teachers and the children high ideals of education and of life. No man's life is higher than his ideal character. The great mission of the school is to form characters, to fit the children for high living and noble thinking. The purpose of the school is not to fit boys and girls to make a living, but primarily to prepare them to really and truly live. True education consists in the full and symmetrical development of all the powers of a human being. Develop the physical chiefly and we have the modern pugilist or the ancient gladiator; develop the physical and the mental, and we have such a personage as Aaron Burr; develop the mental, physical and spiritual, and we give to the world such illustrious and immortal characters as William E. Gladstone and Robert Edward Lee.

Miss Finie Murfree Burton, Assistant Supervisor of Free Kindergartens of Louisville, Ky.; Cultivation of Habit in the Kindergarten:

Children are not born with habits. They are acquired. A bad habit in a child is the lack of attention. Rudeness is a lack of politeness. Remove the rudeness by instilling politeness. The kindergarten is a habit factory. Habits are the result of actions, and mean simply the mental and emotional in nature. Directed growth, physical, mental and moral, is the only way to achieve a beautiful result. Teach the child to walk correctly, stand erect, hold his head well up and breathe in the proper way. Then, as he grows old, give him ideas, something to think about, and give him impressions. He will then learn to think. Teach him what is right and merciful and unselfish, and his moral nature will be formed. All habits should begin in childhood. When a child acts he becomes an individual, a unit. Desire being the basic force in life, character is therefore built upon desire. Direct his desires in the right channel. Some one has said that good habits are more to be desired than good principles, and Spencer says that only through action can a moral habit be formed. Miss Burton concluded her paper with several anecdotes about children.



From Birds of Village and Field, by permission of Houghton, Mifflin & Co.

Ruffle Breast, the Shrike.

PROF. T. GILBERT PEARSON, GUILFORD COLLEGE.

Ruffle-Breast was the name given by some boys to a loggerhead shrike which lived a few years ago about the fields and orange groves of a small town in central Florida. The bird was so called on account of the peculiar appearance of its breast, there being a row of feathers across the front which appeared to have grown in the wrong direction, thus rendering it impossible for the breast to be smooth as in other pirds.

Our first acquaintance with Ruffle-Breast was made in this way. A pair of shrikes one season built their nest in the main fork of a small oak tree growing near one of the public highways which led into the village. No one disturbed the nest until the eggs were hatched and the young had been fed for some time. One day a boy climbed into the tree to see the little birds. As he did so the nest seemed to explode like a bomb as the five frightened young shrikes launched out suddenly into the world on their untried wings.

One gained the lower limb of a neighboring tree. Another reached the middle rail of a fence. A third, while vainly trying to cling to the side of a hitching post, fell, scratching and fluttering, to the ground. The resemblance of these young birds to each other was strong. The feathers of their backs were grayish brown and those of the breast were white, marked with dusky bars. Their wings and tails were brownish black, and a dusky stripe was on the side of each stout chubby head. Their beaks were sharp, hooked, dangerous looking weapons.

The one which sat in the crack of the fence had an odd ruff of feathers on its breast, and this marked it for all time to come from all other shrikes. Many times during the next few weeks the shrike family was seen. The little ones were soon strong upon the wing and had learned to catch grssshoppers and other insects for themselves, but so long as there existed the slightest chance of their being able to secure food from their parents they never failed to beg with pitiful voices

and quivering wings whenever either parent was near. As the summer advanced the family became separated and scattered.

Now the brownish tinge left the feathers of the breast and back, and each became in fact a grown up bird. Their general appearance was now not wholly unlike the mocking-bird for which they are sometimes mistaken by casual observers. Ruffle-Breast was seen less frequently now, and in the autumn it finally disappeared from its haunts of babyhood, and I saw it no more for a time. I thought it had probably wandered off to a better feeding ground within a mile or two, and hoped that we might find it again before long.

Early the next spring while crossing a field in which stood a few neglected orange trees, I heard the eager calls of a shrike issuing from among the leaves of one of the smaller trees. The notes were recognizable as those of a male anxiously seeking to assist its mate in selecting a suitable nesting site. Just then the female alighted on a neighboring tree with an answering call. I looked up, and there before me sat Ruffle-Breast, my old acquaintance, she of the fence crack. It was a real pleasure to meet her thus with a mate and a prospect of a nest not half a mile from her own birth-place.

A crotch in the orange tree about seven feet from the ground was settled on as a suitable site for a nest, and within a week the construction of a home for their eggs began. First, twigs and small weed stalks were brought and, on the platform made by these, other materials, such as grass blades, roots, strings and pieces of cotton were placed and woven tightly and snugly together. Finally the structure was completed by a layer of soft chicken feathers. Then Ruffle-Breast laid her eggs, brown-speckled beauties, one each day, until there were five in the nest.

During the two weeks, or a little more, occupied in incubating the eggs she was seldom seen, and was never away from the orange tree long at a time. Usually her mate could be found in the vicinity of the nest perched on some tree-top or high fence stake, silently watching for insects to appear in the grass or on the ploughed field; for the shrike never hunts its food, but waits patiently until its prey comes within reach and then pounces on it. Sometimes the bird will pause in mid-air on hovering wings and eagerly scan the earth below for the sight of some coveted prize.

Upon capturing a grasshopper, or cricket, or beetle the shrike often impales it upon a thorn and, using this as a sort of table-fork to hold its victim, proceeds to eat it. If it is not hungry, it will sometimes leave its prey thus transfixed for hours, returning later in the day to devour the dainty morsel. From this habit of sticking up food and leaving it the bird has long since acquired the name of "Butcher-bird." During the colder part of the year, when there are no insects to be procured, the shrike subsists on other kinds of animal life. It catches mice to some extent, and even small birds at times fall victims to its strong beak. I once saw a shrike endeavoring to carry away a small dead chicken.

One afternoon while watching a company of feeding sparrows, Ruffle-Breast, who chanced to be roving about the field, perched on a tall stake near by. At the first souud of her harsh grating voice the sparrows became nervous. Two or three fled to the friendly cover of a cedar tree, but the others remained where they were, moving about in the grass cautiously and speaking only in subdued tones. Their uneasiness continued until the shrike resumed her journey across the field. The sparrows did not regard her with the terror which they would have shown had the visitor been a hawk, nor the unconcern with which they would have shown their disregard for a crow; but the feeling seemed to prevail in the little company that they did not care to be observed by her, just the same. Perhaps they felt much as children do when playing in a yard and a large and much-dreaded dog passes along the sidewalk.

A few days later I had an opportunity to observe an incident which showed clearly that the sparrows had abundant reason to dread the fierce gray bird which prowled about their feeding ground. I noticed a bird flying heavily across the field. It seemed to be carrying something in its beak which hindered its flight, and every few yards it would alight on the ground. Presently it reached the edge of the woods and perched among the limbs of a fallen pine tree. Upon a near approach I found the bird to be none other than Ruffle-Breast, the shrike. She was tugging at an object on one of the limbs, which she seemed reluctant to leave.

When she flew I found that the burden that she had carried to the tree was a chipping sparrow. It had been thrust on a sharp splinter protruding from one of the broken limbs, and the shrike had already begun to make a meal off of the victim. The skull had been broken open at the base. The brains and parts of the flesh from the neck had

been eaten. A little villain she was indeed! Yet she was no worse than other shrikes, and during the two years of my acquaintance with her she was ever a faithful and gentle mother to her little ones.

She reared two broods each summer; the first nest each season containing five eggs, the second six. One spring her second nest was disturbed by a boy who thought it belonged to a mocking-bird. He took the eggs, saying he was going to hatch them under a hen, which, of course, could not be done. Ruffle-Breast and her mate then left the orange tree and sought a safer place for their home on the limb of a pine, thirty feet from the earth.

It was interesting to watch these birds fly up to their nest. Across the field one would come with rapidly beating wings, flying close to the ground until near the pine, when, with a sudden upward sweep, it would rise, climbing the invisible ladder of the air to its nest. Sometimes the father bird would attempt to sing in an odd, guttural, squeaking whisper. Such attempts were always accompanied apparently by great effort, and the music produced was never of a very high order.

The loggerhead shrike is found in all the Southern States, in some places being abundant and resident the entire year: in other sections it occurs only as a rare winter bird. Two hundred kinds of shrikes are known in the world, but only two species are found in America.

The Habit of Study.

SUPT. H. C. HOLLINGSWORTH, ALBIA, IOWA [IN TEACHERS' INSTITUTE.]

Pupils cannot succeed without being interested. Efforts which give pleasure best promote mental power. No right effort ever fails of results, although at the time we may not be able to see that anything has been accomplished. We cannot see a tree grow, yet we have no doubt that it has grown. Mental growth, like the growth of plants, takes place in obedience to law. We cannot grow for others. Each person must develop intellectually according to the movement that is in him. We may make the conditions favorable, but there must be action and reaction before there can be growth. The self coming in contact with environment determines a line of movement.

Education may be considered a resultant of the forces within meeting the forces without. If a pupil studies a difficult problem with genuine interest he may be greatly strengthened even though he does not reach a correct conclusion at the time. If he can be induced to hold on and continue his effort he may be rewarded by the satisfaction of obtaining what he seeks. One of the most important requirements for the mastery of any subject is to get it thoroughly in the mind.

It is hard to think out of a book. The problem should be transferred from the book to the memory. We should get the thing we want to think about in the mind. Newton once said of his own habit of study, "I keep the subject constantly before me and wait till the first dawnings open by little and little into a full and clear light." The best service a teacher can render a pupil is to teach him how to do this—how to get a subject in his mind and how to think about it.

Somehow an ambition to know a subject must take hold of one before much can be done. Compulsory study, unless it leads to voluntary application, is valueless. Interest is the chief thing with children. The teacher who conquers a school through interest has done a higher service than one who subdues through fear of punishment.

Interest is its own reward. It gives an onward impetus to effort. It holds while the mental processes are accomplishing the work of development. Interest keeps the intellectual heat at the proper temperature, so to speak, while the new knowledge is being welded on to the old.

The habit of study must be cultivated. It is of slow growth but when once formed it is a source of great pleasure. The habit of study is a healthful one. It should be formed before the pupil leaves the public school.

Few pupils, even in the high school seem to have an adequate idea of the benefit to be derived from a thorough concentration of the mind in study. It is a source of regret that so much educational waste results from the want of proper habits of study.

Observe any class of pupils in the preparation of a lesson and how few seem to be energetically absorbed in the prosecution of their work. Pupils may have their eyes on the book and their minds far off in the realms of dreamland. I venture the assertion that ten minutes thorough concentration of mind without disturbance, by the average high school pupil is the exception. This ought to be otherwise. The time spent in the preparation of lessons is out of proportion to the results accomplished.

Good school work should be judged by the habit of work as much as by the work itself.

There are two elements, interest and will, that are of great value in forming the study habit. Will should come to the rescue where interest is wanting and hold the attention to the matter in hand. With young children this is impossible, but with high school pupils the nature and value of the will should be clearly understood and its power invoked to aid in forming the proper habit of study. I have often had occasion to illustrate the value of the will in study by reference to a double convex lens. What the lens is to the solar rays the will is to the intellect. The will has the effect to focus the thought power, and this concentration is what accomplishes results. There is entirely too much day-dreaming in the study periods of our higher schools. The teacher can aid a pupil in no greater degree than by putting him in possession of his own will in study.

The teacher is responsible for much in connection with the habits of study pupils are forming. Stimulating interest, holding attention, putting responsibility on the pupils themselves, and adhering to a uniform course of practice day after day, must aid the discipline of mind to a great extent.

While the teacher should be interested in the knowledge the pupils are gaining, he should be more interested in the mental habits formed in obtaining this knowledge. Knowledge is a good thing, but discipline is better. Self-direction, self-help, and self-control should be the outcome of a course of study carefully pursued.

The public schools have accomplished much They are doing a great work along many lines, but they have one mission toward which they should work unfalteringly, that of teaching pupils *how to study—how to think.*

Force of Voice in Reading.

ED AMHERST OTT, IN THE IOWA NORMAL MONTHLY.

A beautiful voice is a source of pleasure to all who hear it. The calm dignity of penetrating tones is in itself a sort of mastery. What flowers are to a beautiful garden, beautiful tones are to a parlor. Friendship feasts on them, and they kindle the flames of love.

There are so many elements entering into a good voice, that it will be necessary to limit this paper to the discussion or praise of one. The character of the speaker, the impulse of a generous heart, the kindly influence of life, have so much to do in determining the character of a voice, that one needs to ask the indulgence of people when he discusses the mechanical side of tone production. There is, however, a distinct beauty of the voice which is worth emphasizing. We will name it a

QUIET INTENSITY OF VOICE.—There are many people with intense voices which are far from pleasing and whose very force irritates, annoys and defeats the purpose of the plea they make. There are many others whose voices are sufficiently quiet and tender, who have absolutely no intensity. One listens to such tones as to the sighing of the wind, but gets no definite message. All is obscured, blurred and misty. It may be of service then to speak of the process by which this tone is made, and to give some definite hints on

HOW TO SECURE IT.—First an analysis is necessary. Intensity is simply some form of force expressing itself to the ear. If the loudness of the voice is not to be used as a source of expression—and certainly it should not, then the energy must express itself in some other manifestation; and as the high pitch is disagreeable, and an extremely low pitch almost impossible to most people, the intensity in the most beautiful voices that are also characterized by this quiet dignity is shown in the length of the slides of the voice up and down the musical scale. A voice that moves through the gamut, sometimes sliding an entire octave on one word, and does it without affectation, will hold the attention of an audience, and will charm in private life better than any other. This intensity, of course, is first of all a measure of the character of the pupil reading, or the person speaking. The imflamatory man, hot, hasty, intemperate, never possesses such a voice, and can rarely be induced to accept it. A calm, phlegmatic temperament does not possess it. It is only when mighty energy is held in subordination to a very noble, yet tender will, that the most beautiful quality of the voice is manifest. Much, however, could be done in the training classes to give a flexibility of voice which would make such a use of the voice possible.

One of the most common drills, and one which can be used with sentences, words, or individual sounds, is for the teacher to ask a question carrying the voice upward a single tone and expecting the answer by the class to carry the voice back to

the original starting place. The next question would carry the voice up two notes and the answer would carry it down two. The teacher would carry it up three, class down three. The teacher would carry it up, perhaps to the limit of the octave; the class would carry it down. The pupils whose speaking slides are never more than a note or two, can secure a flexible voice by a very few weeks of this practice.

Instead of using individual words or letters, the teacher's voice could run up the scale on the count of eight, and the student's carry it down again by answering either with one of the vowels or with a single word. A very great deal of inflectional drill is a mechanical necessity. These drills should be performed in the class room of every public school, and the range of them made through the shortest to the longest of which the pupils' voices are capable. Constant care should be taken never to allow the voice to become harsh or discordant, and, though considerable force can be used, it should never be great enough to over-ride the dignity or beauty of the exercises. The result of this drill when given thoroughly, will be manifested in the reading, and the pupil will be able to give an intensely quiet rendering of strong lines, which will be a delight to the teacher and a blessing to the students through life.

AN EXAMINATION IN READING.—1. Why do good speakers pause before emphatic words? What is the dramatic effect of such pauses?

2. What is the motive for speaking in private life? How do you stimulate similar motives in the reading class?

3. Mention some of the causes for too rapid reading and the remedy in each instance.

4. Is there any relation between the reading class and the public speaking heard in the pulpit and upon the platform?

5. How does the force of voice differ from intensity?

Helps for the Celebration of Washington's Birthday.

Many subscribers to the JOURNAL, no doubt, still have the JOURNAL for Feb. 1898, which contains abundant material and suggestions for the celebration of Washington's birthday in any school of elementary or secondary grade. The material here given is not intended to make a full programme, but only to supplement other material, which the teacher may easily obtain, even if she hasn't the programme referred to above. On page 3 of the JOURNAL for Dec. 1899, is a poem by Prof. R. L. Madison which may well be used in any programme. Patriotic songs are easily obtainable.

SONG BY THE SCHOOL.

(*Tune: "The watch on the Rhine."*)

O, blessings on that natal morn,
That day when Washington was born.
Ring out, ye bells, so glad and gay,
For him who came to us that day.

CHORUS.—

Merrily we hear you ring!
Gaily we'll together sing!
Ringing of him whose might
Made war to cease;
Singing of Washington
Who gave us peace.

TO BE RECITED BY A SMALL BOY.

I'm sure you all like stories,
And mamma's just told me one,
Maybe you'd like to hear it?
'Tis about *George Washington.*

He was our great commander,
And the leader true and brave,
Who freed us from a tyrant,
And our independence gave.

Of course, I'd heard about him,
But, it's funny as can be,
I thought he was a grown up man,
And never a boy like me.

Till mamma told that story,
And she says it's really true,
That he was just a baby
In seventeen thirty-two.

He came to earth in winter,
And, as time now is reckoned,
We keep his birthday, mama says,
On February twenty-second.

[May be recited by four girls as they crown a portrait of Washington.]

(*Taken from Beacon Lights of Patriotism.*)

Arise! 't is the day of our Washington's glory;
The garlands uplift for our liberties won.
Oh, sing in your gladness his echoing story,
Whose sword swept for freedom the fields of the sun!
Not with gold, nor with gems,
But with evergreens vernal,
And the banners of stars that the continent span,

FREE TO TEACHERS!

Full information about the work of the **EDUCATIONAL BUREAU, Raleigh, N. C.** Hundreds of teachers have been helped to better positions during the past eight years of its existence.
Write at once for particulars.

WANTED To correspond with teachers and employers. Have filled vacancies in 19 States.
Robertson's Teachers' Agency,
H. N. Robertson. Propr., Equitable Building, Memphis, Tenn.

THE SOUTHWESTERN
TEACHERS' AGENCY
Undertakes to serve its teachers and patrons satisfactorily by locating teachers where they can make a success of the work undertaken, and it is very successful. If you want the assistance of an agency that works earnestly for its members address
CLAUDE J. BELL,
Nashville, Tenn.

JOS. J. STONE,
JOB PRINTER,
GREENSBORO, N. C.
Specialty of School Work of all kinds. A trial order solicited.

Crown, crown we the chief of the heroes eternal,
Who lifted his sword for the birthright of man!

He gave us a nation to make it immortal;
He laid down for Freedom the sword that he drew,
And his faith leads us on through the uplifting portal
Of the glories of peace and our destinies new.
Not with gold, nor with gems,
But with evergreens vernal,
And the flags that the nations of liberty span,
Crown, crown him the chief of the heroes eternal,
Who laid down his sword for the birthright of man.

Lead, Face of the Future, serene in thy beauty,
Till o'er the dead heroes the peace star shall gleam,
Till Right shall be Might in the counsels of duty,
And the service of man be life's glory supreme.
And the flags that the nations in brotherhood span,
Crown, crown we the chief of the heroes eternal,
Whose honor was gained by his service to man!

O Spirit of Liberty, sweet are thy numbers!
The winds to thy banners their tribute shall bring
While rolls the Potomac where Washington slumbers,
And his natal day comes with the angels of spring.
We follow thy counsels,
O hero eternal!
To highest achievement the school leads the van,
And, crowning thy brow with the evergreen vernal,
We pledge thee our all to the service of man!

—HEZEKIAH BUTTERWORTH.

PECULIAR FEBRUARY.

Although the shortest month, February contains more special days that give occasion for school celebrations than any other month. There are the birthdays of Lincoln, Washington, Lowell and Longfellow, and the delightsome St. Valentine's Day. At no other time of the year are such opportunities afforded for instruction in patriotism, biography and literature There is a publishing house in Ohio that has devoted all its energies to creating and providing supplies that will make the celebration of these special days an easy matter for the teacher and a season of joy for the scholars. Among the most notable supplies are choice programs for each day, Blackboard Stencils in Completeness; there being 20 for Washington Day 10 for Lincoln's, 5 for Longfellow's, etc. Elegant Valentines of many varieties, from 1 cent up. Large portraits of Washington, Lincoln, Longfellow, and all other Eminent Men and Women at 25 cents each or 5 for $1.00. Flags at 4 cents a dozen and up, besides other decorative material. Souvenir Hatchets, appropriately decorated, and Cherry Boquets, beautiful and real, at 5 cents each. There are a lot of other things, and a complete illustrated catalogue is sent free Samples worth double, of either stencils, souvenirs or valentines will be sent for 10 cents. The address is March Brothers, 48 East Mulberry St., Lebanon, Ohio.

Please mention the fact that you saw this advertisement in NORTH CAROLINA JOURNAL OF EDUCATION.

(From Henry Lee's Eulogy. Each section to be recited by a different pupil.)

First in war—first in peace—and first in the hearts of his countrymen, he was second to none in the humble and endearing scenes of private life; pious, just, humane, temperate and sincere; uniform, dignified and commanding, his example was as edifying to all around him, as were the effects of that example lasting.

To his equals he was coudescending, to his inferiors kind, and to the dear object of his affections exemplarily tender. Correct throughout, vice shuddered in his presence, and virtue felt his fostering hand; the purity of his private life gave effulgence to his public virtues.

Methinks I see his august image, and I hear falling from his venerable lips these deep-sinking words:

"Cease, Sons of America, lamenting our separation: go on, and confirm by your wisdom the fruits of our joint councils, joint efforts, aud common dangers; reverence religion, diffuse knowledge throughout your land, patronize the arts and sciences; let Liberty and Order be inseparable companions. Control party spirit, the bane of free governments; observe good faith to, and cultivate peace with all nations, shut up every avenue of foreign influence, contract rather than extend national connection, rely on yourselves only: be Americans in thought, word and deed;

C. F. THOMAS,
Job Printer,
GREENSBORO, N. C.

School and Commercial Work a Specialty.

School Catalogues in best style.
Prices as low as consistent with good work.

The Journal is a specimen of our work.

I give a Special Rate

to teachers and students passing through or visiting Greensboro.

All the popular styles and sizes.

ROBT. G. WHITE,

106½ S Elm St. **Photographer.**

Agents Wanted for our celebrated school supply specialties and school books including several works **just from the press.** Our **"First Book for Little Folks"** presents in the simplest form the first steps of pupils entering school for the first time. Our **Lakeside Literature Series** consists of *classics* which will cultivate the ar for the music of verse and will stimuate the imagiuation. **Pollard's Manual** is a teacher's handbook containing the most practical phonic instruction obtainable. **Pollard's Advanced Speller** is the *only* speller which clearly developes the *principles* of syllabication, pronunciation and accent. **The Words of Abraham Lincoln** contains a connected piece of history covering the most important epoch in the history of human freedom.

WESTERN PUBLISHING HOUSE,
CHICAGO.

R. T. WYCHE,
THE STORY TELLER,

is making engagements ahead for story telling in the schools. If you want him any time before June, write him at once. His address is Greensboro, N. C.

HIGHLAND HOMES. A Great Country with a Glorious Climate. Come to our Tennessee Colony.

Heathful Homes Schools, Societies, Churches. Near Nashville, on line of Railroad.

Wood and Water abundant. Stock and fruit lands cheap, terms reasonable. Come or write. **Happy Homes.**

THE HIGHLAND COLONY COMPANY,
Dickson or, White Bluff, Dickson County, Tennessee.

B. B. JONES, President, E. G. SPINK, V. Pres.

EDUCATE FOR BUSINESS
AT THE
Lexington Business College,

The great Southern Business Educational Institution. Get our Kat-a-Log before considering the advantages of other school. We lead in all that is modern and up-to-date.

Address
B. B. JONES, President,
Lexington, Ky.

In dealing with advertisers please mention the North Carolina Journal of Education.

—thus will yon give immortality to that union which was the constant object of my terrestrial labors; thus will you preserve undisturbed to the latest posterity the felicity of a people to me most dear, and thus will you supply (if my happiness is now anght to yon) the only vacancy in the ronnd of pnre bliss high Heaven bestows.'

(*From Fisher Ames' Eulogy. Each part to be recited by a different pupil.*)

He was the patriot without reproach; he loved his conntry well enough to hold his success in serving it ample recompense. Wheu his country needed sacrifices that no other man could or perhaps wonld be willing to make, he did not even hesitate. This was virtue in its most exalted character. More than once he put his fame at hazard, when he had reason to believe it would be sacrificial, at least in this age. Two instances cannot be denied: when the army was disbanded; and, again, when he stood, like Leonidas at the pass of Thermopylæ, to defend onr independence against France.

His pre-eminence is not to be seen in the display of any one virtue as in the possession of them all, and in the practice of the most difficnlt. Therefore his character must be studied before it will be striking; and then it will be admitted as a model, a precious one to a free republic.

His talents were adapted to lead, without dazzling, mankind; and to draw forth and employ the talents of others without being misled by them. In this he was certainly superior, that he neither mistook nor misapplied his own.

In public trusts, Washington was nniformly great, pursuing right coudnct from maxims. His talents were snch as assist a sound judgment, aud ripen it. His prndence was consummate, and seemed to take the direction of his powers and passions; for as a soldier, he was more solicitous to avoid mistakes that might be fatal, than to perform exploits that are brilliant; and as a statesman to adhere to jnst principles, however old, than to pnrsue novelties; and therefore, in both characters, his qualities were singnlarly devoted to the interests, and were tried in the great perils of the conntry.

His habits of inquiry were so far remarkable, that he was never satisfied with investigating, nor desisted from it, so long as he had less than all the light that he could obtain upon a subject, and then he made his decision without bias.

If he had strong passions, he had learned to snbdue them, and to be moderate and mild. If he had weaknesses, he concealed them, which is rare, and excluded them from the government of his temper and condnct, which is still more rare. If he loved fame, he never made improper compliances for what is called popularity. The fame he enjoyed is of the kind that will last forever; yet was rather the effect than the motive of his condnct.

NOTABLE NEW TEXT-BOOKS

Stewart & Coe's First Days in School. **$ .25**

By Seth T. Stewart, Associate Superintendent of Schools, New York City, and Ida Coe, Brooklyn Primary Schools.

Provides lessons in conversation, reading, and writing. Designed for the child's use from the very beginning of school work. Script is used exclnsively in the first half of the book and predominates throughout. While the lessons are interesting because they pertain to child life, their simplicity is largely due to the comparatively small but carefully selected vocabnlary. Nnmerous and beantiful half-tones and colored pictures.

The Baldwin Primer. **$ .30**

By May Kirk.

Prepared in accordance with the well-established principles of mental science and child stndy and the more complex notions of laugnage, nnmber, and form have beeu built np from elementary ideas. In teaching words the synthetical and analytical methods are followed simultaneonsly. Besides reading, the book contains lessons in stick laying, paper folding, modeling, and songs. Beantiful colored pictures.

Powell & Connolly's Rational Grammar of the English Language. **$ .60**

By W. B. Powell, A. M., Snperintendent of Public Schools, Washington, D. C., and Lonise Connolly, M. S.

Presents the stndy of the English language as it exists and shows the relation element that characterizes it. The subject is developed naturally, and hitherto puzzling poiuts are stated simply and clearly. The practical side of the stndy—correct forming of the speech of the pupil—is especially emphasized. Particnlar attention has been paid to the use of the verb. Every feature of this book has been thoroughly and successfnlly tried in Washington schools.

Silver's Primary Exercises in Arithmetic.

Nos. 1 and 2, each $ .10. Nos. 3 and 4, each $ .15

By H. J. Silver.

A very nsefnl snpplement to any text book in arithmetic. Contains a series of thoronghly graded exercises printed in large, bold type, giving the child practice of the right kind with no waste of time or energy. The drndgery of setting down examples is thus overcome; the pnpil merely solves the problem and records the answer on the printed page.

Unsurpassed for use in common schools. Copies of these choice books sent postpaid on receipt of price.

AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA PORTLAND, ORE.

In dealing with advertisers please mention the North Carolina Journal of Education.

A NEW MOVE IN THE EDUCATIONAL LINE.

The B. F. Johnson Publishing Co.

OF RICHMOND, VA.,

Have practically inaugurated A NEW MOVE in preparing and placing on the market a series of text-books prepared especially with a view to cultivating MIND, HEART AND BODY. In establishing their educational department, they laid out definite plans, and in the publication of text-books have insisted that the books prepared by their authors and placed on the market should come within the limits of those well defined plans.

The first effort was in the line of **United States Histories.** Mrs. Lee's History proved to be one of the most popular and satisfactory school histories ever published. This was quickly followed by **Southern Literature,** by Miss Louise Manly, and **Southern States of the American Union,** by Dr. J. L. M. Curry. **Johnson's School Readers, Carr's and Graham's Arithmetics, Hart's Grammars, Smithdeal's Slant Writing Books, the Johnson Vertical Writing Books, Moses' Phonetic Reader, The Carnefix Reading Chart and Duplicate Primer** —all were prepared thoroughly in accord with their plan for the cultivation of the intellect, and, at the same time, the highest aims and objects in life are kept in mind and promoted so far as it is practicable in text-books of this character.

FOR HEART CULTURE they have published **Shearer's Bible Course Syllabus,** by Dr. J. B. Shearer, President of Davidson College, North Carolina, and **Manual of Bible Morality,** by the venerable Dr. Shaler G. Hillyer, of Georgia, who has spent more than forty years of his life in educational work. Other books on this line are in course of preparation.

FOR PHYSICAL CULTURE they offer **Johnson's Primary Physical Culture** and **Johnson's Advanced Physical Culture.** In these books careful and definite instructions are given for bringing into play every muscle of the body, thus strengthening the mind, broadening and quickeding the intellect, and helping to form beautiful and well-developed men and women.

FOR CHARACTER BUILDING they offer the lives of such great and good men as **Robt. E. Lee, "Stonewall" Jackson, George Washington,** etc.

FOR NATURE STUDY, **Little Lessons in Plant Life for Little Children,** by Mrs. H. H. Richardson, and **"Some Birds and Their Ways,"** by A. C. Webb. Other books of this character are in course of preparation.

FOR HIGH SCHOOL AND COLLEGE WORK they offer such books as **Outlines of German Literature, Baskerville's School Chemistry, Pollard's Literature Tablet, Origin of the Pentateuch,** and have now in course of preparation **Johnson's English Classics.** A number of the most distinguished scholars in the country are assisting in the preparation of these Classics. Besides the seventy books already published on the lines indicated, the Company has now in course of preparation forty or fifty more of the very best text-books, many of them for college and university work as well as for common school work. Prominent among the latter are **Johnson's Geographies, Johnson's Physiology, Johnson's Music Primer,** etc., etc.

This house does not publish a book simply because it pays; they publish only such books as come up to a very high standard of excellence, and are particularly adapted to carrying out the general plans of the Company in endeavoring to publish school and college text-books that will best aid in the cultivation and development of the highest and noblest qualities of mind, heart and body. In this move they cordially invite the co-operation of every educator in the country who feels an interest in the welfare of the rising generation.

Current Educational Thought.

SUPT. CHAS. L. COON, SALISBURY, N. C.

Dr. Clyde Votaw, of the University of Chicago, in a recent address attributes the so-called decadence in religious belief largely to inefficient Sunday school methods. Dr. Votaw claims that new ideas have transformed our secular schools, while religious instruction plods along in the old ways; that religion is today the worst taught of all the great subjects of education. Dr. Votaw claims it is suffering from disaffection due to the following causes:

1. The amateurish and trifling nature of the religious instruction commonly given.

2. The present isolation of religious instruction.

3. An unwillingness to keep the content of religious instruction up to the progress of historical, philosophical, and ethical research.

4. Failure to introduce into religious instruction the new psychological and pedagogical ideas which have imbued the secular schools.

The remedy that Dr. Votaw prescribes is that religious education must be taken as seriously as secular education; that the ministry, lay study, the religious press, and the Sunday-school must be the four main agencies in this education, the Sunday-school correlating its work with the secular school in such a manner that religion shall not be left an isolated factor of which only the few ecclesiastically connected take note.

The introduction of the class library was one of the improvements introduced into the public schools of the boroughs of Manhattan and Bronx, parts of greater New York, in 1897. The purpose of the introduction of the class library, says the *Outlook*, is "to put the supplementory reading of the pupils more immediately under the guidance and control of the

RUDYARD KIPLING
AND THE
North Carolina Journal of Education.

The Best Opportunity You Have Had to Secure Rudyard Kipling's Works Well Printed and Bound.

THE NORTH CAROLINA JOURNAL OF EDUCATION FREE.

No other books have had such a sale as these, and this great offer is made possible only by the printing of an edition of 1,000,000 copies. This edition contains Fifteen Volumes as follows. The volumes average about 250 pages:

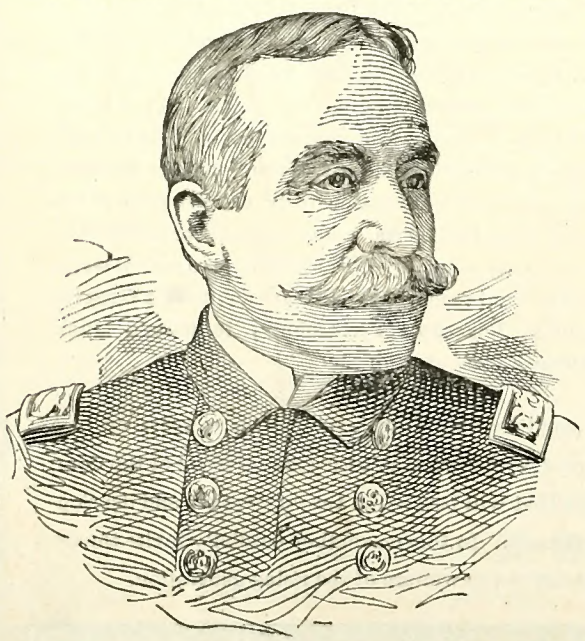
Volume I, Mine Own People. Volume II, Plain Tales from the Hills. Volume III, The Light that Failed. Volume IV, Soldiers Three. Volume V, The Phantom 'Rickshaw. Volume VI, Story of the Gadsbys. Volume VII, The Courting of Dineh Shadd. Volume VIII, In Black and White. Volume IX, Under the Deoders. Volume X, Wee Willie Winkie; Volume XI, American Notes. Volume XII, Letters of Marque. Volume XIII, Letters from the East. Volume XIV, Departmental Ditties. Volume XV, Barrack Room Ballads.

The Fifteen Volumes bound in flexible cloth, $3.00.
The Fifteen Volumes bound in paper, - - $1.80.

In the back of each volume is a coupon. When you receive the books cut out these coupons and send them to the publishers. In return they will send you FREE, postpaid, a steel engraving of Kipling, suitable for framing.

If you send us $3.00 for the cloth binding or $1.80 for the paper binding the books will be sent you postpaid, and your subscription to the JOURNAL will be extended one year. If you are not already a subscriber to the JOURNAL, take advantage of this opportunity and get it one year FREE. Books and JOURNAL will be sent to different addresses, if desired. Cash must accompany all orders.

North Carolina Journal of Education,
GREENSBORO, N. C.



The Career and Triumphs of Admiral Dewey.

Nearly 300 pages, over 140 illustrations.

Telling the story of Dewey's boyhood, educatiou, services in the civil war, his services in organizing and equipping the navy, his victory in Manila Bay, and his triumphal journey home.

FREE. To auy one sending $1.00 before **Feb. 5** to pay for one year's subscriptiou to the NORTH CAROLINA JOURNAL ON EDUCATION, new subscriptiou or renewal, we will send a copy of The Career aud Triumphs of Admiral Dewey FREE, and in addition to tbis we will give FREE one year's subscription to **THE WOMAN'S HOME COMPANION**, the queen of home magaziues, the regular price of which is $1.00.

Such opportuuities do not come often, and this closes with Feb. 5th.

Write to

North Carolina Journal of Education,

Greensboro, N. C.

In dealing with advertisers please mention the North Carolina Journal of Education.

class teacher, to provide the class teacher opportunity to study the taste of the child who selects books for reading out of school, and apart from school work; to bring the pupils and the class teacher into closer relation outside of the routine work of the class room Last year 2,742 class libraries were established, containing 87,660 books which had a circulation of 872,370, during a single term of the schools. The results, it is said, fully justify the innovation, as the plan has stimulated interest and cultivated the reading habit to a much greater degree than single school libraries have been able to do.

The committee of the National Educational Association of which President Harper, of the University of Chicago, is chairman, which committee was appointed to report on the advisability of establishing a National University at the capital of the country, has reported adversely to the proposition. The report says: "It is recommended by this committee that a sub-committee be requested to prepare for consideration by the full committee a detailed plan by which students who have taken a baccalaureate degree, or who have had an equivalent training, may take full and systematic advantage of the opportunities for advanced instruction and research which are now or may hereafter be afforded by the government; such a plan to include the coöperation with the Smithsonian Institution of the Universities willing to accept a share of the responsibility incident thereto. The government is not called upon to maintain at the capital a university in the ordinary sense of that term."

"The World's Annual Output of Books" is the title of an article in a recent number of the New York *Independent.* In the United States, Great Brittain, Canada, France, Germany, Italy, Egypt, the Netherlands, Belgium, Norway, Denmark, Sweden, Switzerland there were published last year about 77,250 books. Germany published 23,908 of this number. Educational and classical books to the number of 11,631 out of this total of 77,250 head the list, winning first place. Novels stand second in number, being 7,948. Books on sport are at the bottom, being only 181 in number. More books on political and social economy than on theology are published annually. These figures show the importance now attached to education in most of the countries of the civilized world.

ANDREWS
SCHOOL FURNISHING CO.
65 5th Ave., N.Y.

Greensboro Nurseries,
GREENSBORO, N. C.
FOR ALL KINDS OF
FRUIT, SHADE and ORNAMENTAL TREES,
Vines and Plants.
JOHN A. YOUNG, Proprietor.

Beautiful Shade Trees.

We have to offer for fall '99 and spring 1900 an unusually fine lot of Shade Trees, especially the beautiful

Silver Leaf Maple and the Carolina and Lombardy Poplars,

in three sizes, 6 to 8 ft., 8 to 10 ft., and 10 to 12 ft high. All young, thrifty stock, smooth and straight—the kind that grow off promptly and live well. No old, rough, trees. Write to us about Shade Trees you contemplate planting. Order early. If it is

Fruit Trees

you want, write for our free 60 page Illustrated Catalogue, and 40 page pamplet on "How to Plant and Cultivate an Orchard."
Address Promptly

J. VAN LINDLEY NURSERY CO.,
POMONA, N. C.

50 YEARS' EXPERIENCE
PATENTS
TRADE MARKS
DESIGNS
COPYRIGHTS &C.

Anyone sending a sketch and description may quickly ascertain our opinion free whether an invention is probably patentable. Communications strictly confidential. Handbook on Patents sent free. Oldest agency for securing patents.
Patents taken through Munn & Co. receive *special notice*, without charge, in the

Scientific American.

A handsomely illustrated weekly. Largest circulation of any scientific journal. Terms, $3 a year; four months, $1. Sold by all newsdealers.
MUNN & Co. 361 Broadway, New York
Branch Office, 625 F St., Washington, D. C.

Friendship.

"Should auld acquaintance be forgot."

A friendship that has stood the test
Well-nigh a score of years,
Given to life its real zest,
Inwoven with its tears,

Should be too sacred to forget
Or ever know a change;
Oh, life were vain, if ever yet
Such friends become estranged!

Not so the Master, I have read,
Felt towards an earthly friend;
For, "having loved His own," 'tis said,
He loved them to the end.

—*C. E. M.*

Southern Railway

THE . . .
STANDARD RAILWAY OF THE SOUTH
The Direct Line to All Points.

TEXAS,
CALIFORNIA,
FLORIDA,
CUBA AND
PORTO RICO.

STRICTLY FIRST-CLASS Equipment on all Through and Local Trains; Pullman Palace Sleeping Cars on all Night Trains; Fast and Safe Schedules.

Travel by the Southern and you are assured a Safe, Comfortable and Expeditious Journey. . . .

APPLY TO TICKET AGENTS FOR TIME TABLES, RATES AND GENERAL INFORMATION, OR ADDRESS

R. L. VERNON, T.P A., Charlotte, N. C.
F. P. DARBY, C.P. & T.A., Asheville, N. C

No trouble to Answer Questions.

Frank S. Gannon, 3d V. P. & Gen. Man.
J. M. Culp, Traf. Man.
W. A. Turk, G. P. A.
WASHINGTON, D. C,

Normal and Collegiate Institute,

Asheville, N. C.

Under care of Northern Presbyterian Church, second term opening February 1st, 1900.

Offers to young women four thorough courses of study,

Under fifteen teachers and officers who are experts.

Site unrivaled for healthfulness and beauty.

State exempts graduates from Teacher's Examinations.

Board and Tuition $100 per year, or $50 per term or half year.

For cataloge, address

Rev. Thomas Lawrence, D. D.

Guilford College,

5 LARGE BUILDINGS.

Total Expenses for year, $133; can be easily reduced to $90.

L. L. HOBBS, President.

For Catalogue address,
GEO. W. WHITE, Treas.,
Guilford College, N. C.

Books for Christmas!

We are now showing for the Christmas trade the fullest and best selected line of books of all kinds to be seen in the State. We hope the *Teachers* particularly can call on us in person for the books needed as GIFT BOOKS and otherwise, but if you cannot, send in your orders early and you shall have the pick of the stock and at a good discount for *Teachers*. Special prices to libraries. Send for new catalogue.

ALFRED WILLIAMS & CO.,

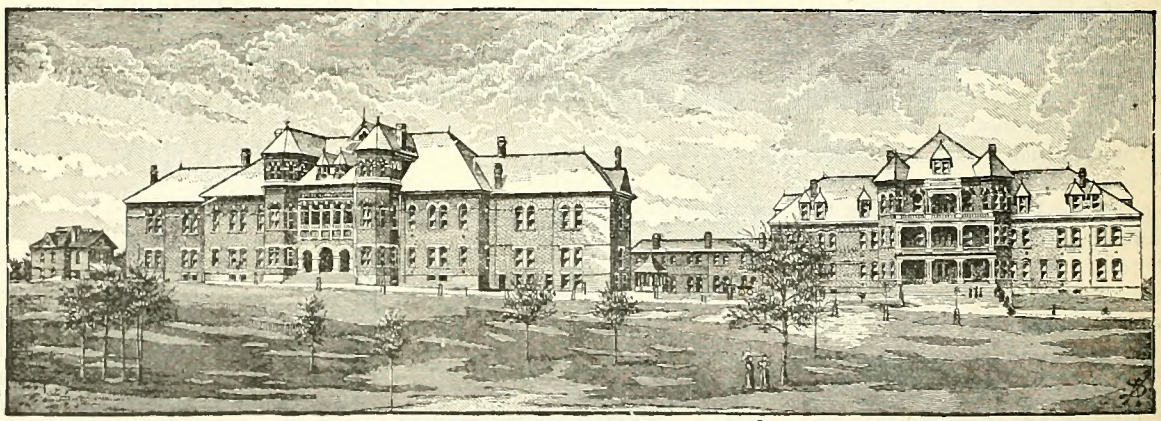
BOOKSELLERS,

RALEIGH, - - - - - - - - North Carolina.

SCIENCE AND ART OF PENMANSHIP.

A new (1899) and unique **TEXT BOOK** for daily use in Class Recitations in **PENMANSHIP** and cognate subjects in Public Schools. Lessons may be assigned and recited from day to day, as in Orthography, Geography, Physiology, or any of the common school branches. The most practical and useful knowledge for every day life. It is teachable; it tells how; it tells why. Ample suggestions, outlines, tables, models, exercises, etc. Over 1,000 questions answered in the text. 250 topics. Ample illustrations. **IT IS WHAT YOU WANT.** Cloth, 256 pages; XI chapters. Adapted to any and all systems of copy books. **$1.00 BRINGS IT.** A postal card brings the Table of contents, etc. Transform your classes and renew the interests of your pupils. Address all orders for this book to

C. W. HENDERSON & SON,
West Cairo, Allen County, Ohio.



THE NORTH CAROLINA STATE NORMAL AND INDUSTRIAL COLLEGE

Will re-open Tuesday, January 30, and the College Year will close June 19,

Since the outbreak of fever last fall the buildings and premises have been thoroughly disinfected and renovated and the sanitation completed under the direction of the State Board of Health; and after careful inspection, the Board of Directors declare, in their official statement to the public, that, in their opinion, the causes of the epidemic have been located and removed, and there need be no fear of further trouble of this kind. The exclusive use of single beds in the future will add greatly to the comfort of students in the dormitories.

New students entering at the reopening of the college will have the benefit of a full five months session, and the continuance of the spring term to June 19th will afford an unusual opportunity for teachers desiring to study at this institutions after the close of their schools.

For further information, address,

CHAS. D. McIVER, President,
Greensboro, N. C.

In dealing with advertisers please mention the North Carolina Journal of Education.

NORTH CAROLINA

Journal of Education.

VOL. III. GREENSBORO, N. C., FEBRUARY, 1900. NUMBER 7.

There is only one cure for public distress—and that is public education, directed to make men thoughtful, merciful, and just.

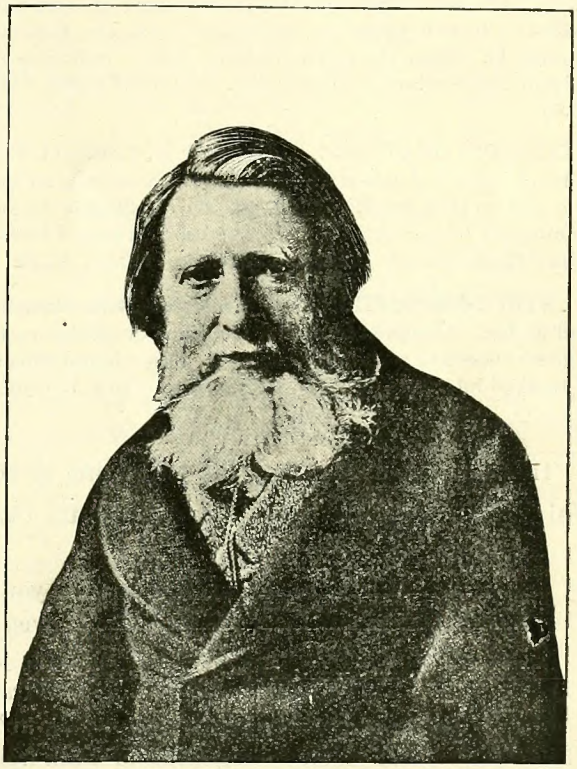
Mighty of heart, mighty of mind—magnanimous—to be this, is indeed, to be great in life; to become this increasingly, is, indeed, to advance in life, in life itself—not the trappings of it.

The first use of education is to enable us to consult with the wisest and the greatest men in all points of earnest difficulty. To use books rightly is to go to them for help; to appeal to them when our knowledge and power of thought fail; to be led by them into wider sight, purer conceptions than our own, and receive from them the united sentence of judges and councils of all time, against our solitary and unstable opinions.

We once taught our youth to make Latin verses, and called them educated; now we teach them to leap and row, to hit a ball with a bat, and call them educated. Can they plough, can they sow, can they plant at the right time, or build with a steady hand? Is it the effort of their lives to be chaste, knightly, faithful, holy in thought, lovely in word and deed?

The educated man ought to know these things: First, where he is—that is to say, what sort of a world he has got into; how large it is; what kind of creatures live in it, and how; what it is made of, and what may be made of it. Secondly, where he is going—that is to say, what chances or reports there are of any other world besides this; what seems to be the nature of that other world. Thirdly, what he had best do under the circumstances—that is to say, what kind of faculties he possesses; what are the present state and wants of mankind; what is his place in society; and what are the readiest means in his power of attaining happiness and diffusing it.

It is of little consequence how many positions of cities she knows, or how many dates of events, or how many names of celebrated persons—it is not the object of education to turn a woman into a dictionary; but it is deeply necessary that she should be taught to enter with all her personality into the history she reads; to picture the passages of it vitally in her own bright imagination; to apprehend, with fine instincts, the pathetic circumstances and dramatic relations, which the historian too often eclipses by his reasonings, and disconnects by his arrangement; it is for her to trace the equities of divine reward, and catch sight, through the darkness, of the fateful threads of woven fire that connect error with its retribution. But, chiefly of all, she is to be taught to extend the limits of her sympathy with respect to that history which is being forever determined as the moments pass in which she draws her peaceful breath; and to the contemporary calamity which, were it but rightly mourned by her, would recur no more hereafter.



JOHN RUSKIN.
BORN FEBRUARY 8, 1819; DIED JANUARY 20, 1900.
Poet, Artist, Philosopher, Philanthropist,
Seer and Interpreter of the Truth and Beauty of the World.

SOME NEW LATIN BOOKS.

SELECTIONS FROM OVID. By JAMES N. ANDERSON, M. A., Ph. D., author of "On the Sources of Ovid's Heroides." In two parts: I. Selections from the Metamorphoses: II. From the other works of Ovid. Judicious and helpful commentary. Vocabulary. x and 258 pages. Price, $1.00.

CICERO'S ORATIONS. By ROBERT W. TUNSTALL, Principal of Norfolk Academy, Norfolk, Va. Es entially a teacher's and pupil's book, having all the qualities to make it thoroughly "teachable." Various fresh features of helpful stimulating iuterest xxix and 585 pages. Price, $1.20.

LATIN COMPOSITION. By Professors GILDERSLEEVE and LODGE. Designed for use of freshmen at college or the highest classes of preparatory schools. Has original features of marked interest and value. 192 pages. Price, 75 cents.

GILDERSLEEVE'S LATIN GRAMMAR, School Edition. By Professors GILDERSLEEVE and LODGE. Prepared in response to the demand for a briefer Latin Grammar based on the Gildersleeve Lodge work of 1894. Has about three-fifths as many pages as the large grammar, and so not abridged to a skeletou. Still suited to serve the average student thoughout his course in school and college. The section numbers are the same as iu the larger Gramunar. vi and 330 pages. Price, 80 cents.

A FIRST BOOK IN LATIN. By CHARLES W. BAIN late Head Master of the Sewanee Grammar School in the University of the South, Professor in South Carolina College. Easy Gradation— Vell arranged exercises—Short Vocabularies—Practical and stimulating notes—Reading Lessons. Vocabulary. x and 335 pages. Price, 75 cents.

How do these books stand the test of use in the class room? W. Gordon McCabe, Head Master of the University School, Richmond, Va., writes of the Cicero:

> I have been unwilling to write you in regard to your edition of "**Eleven of the Orations of Cicero**" until I had given the book the only test worth anything—the test of actual work in the class room.
>
> This I have done, and my deliberate judgment is that it is the best working edition, English or American, of Cicero's Orations that we now have.
>
> It is an honest piece of work from beginning to end, and evidences on every page a delicate mastery of the niceties of Latin syntax, happily blended with a keen insight into the practical needs of an intelligent and earnest student.
>
> The highest proof I can give you of the sincerity of my appreciation of your work is my decision to adopt it here in preference to the excellent edition of the Orations which I have been using for several years.

These books are issues of the **Gildersleeve-Lodge Latin Series**, under the editorial supervision of Basil L. Gildersleeve, Professor of Greek, Johns Hopkins University, and Gonzales Lodge, Professor of Latin, Bryn Mawr College; with the cooperation of Moses S. Slaughter, Professor of Latin, University of Wisconsin, and Thomas Fitz-Hugh, Professor of Latin, University of Texas.

Correspondence invited. Address—

UNIVERSITY PUBLISHING CO.,

43-47 East 10th Street, New York.

North Carolina Journal of Education.

Devoted to Education in North Carolina and the South.

VOLUME III. FEBRUARY 1900. NUMBER 7.

North Carolina Journal of Education.

Entered as Second-Class Matter at the Post Office at Greensboro, North Carolina.

PHILANDER P. CLAXTON,
Professor Pedagogy State Normal and Industrial College,
EDITOR AND MANAGER.

Published monthly at Greensboro, N. C.
SUBSCRIPTION, $1.00; SINGLE NUMBERS, 10 CENTS.
In ordering paper give name, postoffice, county and state.
Remittances should be made by money order, express order or bank draft, payable to North Carolina Journal of Education,
Personal checks should not be sent for sums less than $1.00.
Stamps, one and two cents, taken for $1.00 or less.
Address NORTH CAROLINA JOURNAL OF EDUCATION.
Greensboro, N. C.

The Teachers' Assembly.

At a recent meeting of the executive committee of the North Carolina Teachers' Assembly, Dr. W. T. Whitsett resigned the secretaryship, and Superintendent C. H. Mebane was chosen to succeed him. Dr. Whitsett was forced to this step by the increasing business of his school, the rapid growth of which demands all his time and attention. He has made a faithful and efficient secretary, and retires with the good will of all connected with the Assembly. Since he assumed the duties of this office the attendance on the meetings of the Assembly has increased largely, and the income has increased sufficiently to enable the executive committee to pay off the debts of the Assembly. The Assembly is now on a sound basis again and will, no doubt, continue to be an important factor in the educational development of the state.

Those who know Mr. Mebane's energy and interest in education (and who in North Carolina does not?) will not expect him to neglect the interests of the Assembly. He has already announced that he will make a personal canvass of a large part of the state (a work which he can easily do in connection with the work of the Superintendent's office), and we may reasonably expect the next session of the Assembly to be the best yet held. The place of meeting has not been determined. It will probably be Morehead or Wilmington.

Secretary Mebane has invited Dr. J. L. M. Curry to address the Teachers' Assembly at this meeting. His plan is to have the Legislature, which will then be in session, attend in a body, and let Dr. Curry address the Legislature and the teachers in one great educational mass meeting. We hope this can be done, and that two or three thousand leading citizens may be brought to the meeting. The supremacy of literacy and educational interest is the great question of the day.

National Educational Association.

The executive committee of the National Educational Association has selected Charleston as the place for holding the next meeting of the Association, July 7-13 inclusive. The general meetings will be held in the new auditorium, the seating capacity of which 8,000, and the people of Charleston and South Carolina are preparing to give this large gathering of educators a royal welcome. The official bulletin of the executive committee of the Association states that no city has ever met more fully the requirements of the managers of the Association than has Charleston. The local committees are doing their work in the most praiseworthy style, and nothing necessary to the convenience and comfort of those attending the meeting will be left unprovided. This is the largest and most important educational association in the world, and Charleston and the entire South are to be congratulated upon their good fortune in securing this meeting at this place. Not often have the meetings been held within our borders, and to many of our teachers this is the opportunity of a life time. Last year California furnished 4357 members at the Los Angeles meeting. Cannot the two Carolinas send as many to Charleston? At least a thousand should go from North Carolina and help our South Carolina brethren and sisters receive. Let every teacher who can possibly do so begin now to plan for the trip and make no conflicting engagement. Dr. E. A. Alderman, Chapel Hill, is director for North Carolina.

There is nothing so necessary to the teacher of literature as the ability to express his own thoughts adequately.—*Prof. Cook.*

The return of 300 young women on the re-opening of the Normal and Industrial College shows this strength of the school and the public confidence in its management.

Mr. B. N. Duke has given $1,000 to the Methodist Orphanage at Raleigh, and offers to give $5,000 if the Methodist Conference raises $20,000. The Conference accepts the proposition and will try to raise the money. There is little doubt that it will be successful. With generous aid like this, this church should soon be able to provide a home and education for its orphaned children.

Catawba College, Newton, N. C., will erect a $10,000 building next summer, the money for which has been fully subscribed. Of this sum the Synod of Ohio, of the Reformed Church of the United States, gives $1,500, the Synod of Pittsburg $500, the Eastern Synod $3,000, Hon. A. A. Shuford, of Hickory, $1,000, a friend $1,000. The balance is made up by a number of smaller subscriptions. The JOURNAL rejoices in the good fortune and prosperity of the college, which has done so much good for the state and for the church with which it is connected. It has furnished the state two of its most valuable superintendents of public instruction.

On February 14, William Jennings Bryan lectured at Chapel Hill. An admission was charged, and $250 of the proceeds will be used to endow an annual prize for the best essay on the science of government.

At a mass meeting of Presbyterians recently held in Charlotte more than $30,000 was subscribed for the purpose of enlarging or rebuilding the Presbyterian College for Women in that city. Under the present management and the presidency of Dr. Bridges this school is having great success, and more room and better equipment have become necessary. . It is the purpose of the authorities to make this the leading college for women in Southern Presbyterianism; to increase the efficiency of the work done and reduce the cost of attendance to a minimum.

For more than forty years this institution has been an important factor in the educational life of the state. Under the supervision of Mr. Robert Burwell, Dr. William R. Atkinson, and, more recently, a joint board of directors appointed by the Presbyteries of Mecklenburg and Concord, the college has been recognized as one of the leading schools for women. The readiness and ease with which this large sum has been raised show the hold which it has on the affections of the people of Charlotte. It is to be hoped this $30,000 is only the first instalment of a much larger sum which the friends of the college will provide within the next few years as a kind of Twentieth Century Fund. It is a logical necessity that Mecklenburg should be the home of the greatest of all Presbyterian schools in the South. It is fore-ordained.

The Baptists of the state are responding most liberally to the appeals for money to pay off the indebtedness of the Baptist Female University, and the indications are that before the end of the year the debt will be paid.

On February 8, Durham celebrated the second anniversary of the opening of its public library, Dr. E. A. Alderman delivering the address. The library now reports 4500 volumes, with an average of sixty volumes a day taken out to be read. As many more books, papers and magazines are read in the rooms. The story of the founding and support of this library is worthy of study by the citizens of other North Carolina towns. Miss Lalla Ruth Carr and Mrs. Thomas Martin donated the site, the citizens of Durham subscribed $5000; the aldermen appropriate annually for its support $600 of the public funds, and an equal amount is subscribed by the citizens. As all institutions of the kind do when once the people have shown an interest in them and their determination to make them useful, the library is already receiving liberal donations in addition to the regular annual subscriptions. One gentleman has sent his check for $50 within the last few days. The reading room has accumulated on its walls and in its cabinets an interesting and valuable collection of arms, relics, manuscripts and rare papers,—invaluable aids in the education of the people. Well does the Dur- *Morning Herald* say:

> Surely there is no better way of diffusing good among our people than by giving them the benefit of a good public library, with its unquestionable advantages and privileges for furnishing, as it does, a free means of education with every opportunity of reading the very best literature of the day.

A friend whose name is not announced has recently given Cornell University $80,000 for the erection of a Laboratory of Physiology and Hygiene. If any gentleman, in the state or out, wishes to make such a gift to any North Carolina college, the officers will probably not object to the condition of secrecy.

The South Carolina Jockey Club has decided to donate its property, valued at $100,000, to the Charleston Library Society. Certainly no better use could be made of this property than to turn it into books for the free use of the people of a great city.

It is reported that Dr. James H. Carlisle will soon retire from the presidency of Wofford College. Dr. Carlisle has been connected with Wofford for more than fifty years, and has been its president for twenty-five years. Few men have gained a better reputation or more strongly impresed their personality upon the young men in their charge.

Wilson County Teachers' Association will meet in the Court House on the 1st Saturday in every month at 11 a. m.

PROGRAM OF DISCUSSIONS:

Saturday, February 3, "Addition, Subtraction Multiplication and Division."
Saturday, March 3 ..... "Reading and Spelling."
Saturday, April 7 ..... "Grammar."
Saturday, May 5 ..... "Geography."

You are earnestly invited to attend these discussions.

Respectfully,

———————————,
———————————,
Committee.

The above is a copy of the card which is mailed monthly to teachers of Wilson county a few days before the date of meeting of the association. The committee has done wisely in fixing at once the subjects of discussion for all the meetings, and in limiting the discussion of each day to one subject, thus making possible some permanent result. Too often the value of these meetings is destroyed by attempting too much.

NEWNAN, GA., Jan. 20, 1900.

You are invited to be present at a meeting of the Kindergarten Section of the Newnan Educational League, organized in connection with Newnan Public Schools, in High School Hall, next Thursday, 7:30 p. m. Paper by Mrs. T. E. Atkinson, Motor Education in Little Children. Address by Supt. C. B. Gibson, Columbus Public Schools, Manual Training the Salvation of our Youth. Open discussions, speeches limited to 5 minutes each. Music. Social reception.

J. C. WOODWARD, *Supt.*

We have received through Supt. Woodward a number of invitations similar to the above. Sometimes the meeting is for the discussion of moral training, sometimes high school work, sometimes some paticular part of the work of the elementary schools,—always for the purpose of uniting parents and teachers in this most important interest of the town. Supt. Woodward believes in making the school an educational centre for the entire community.

The third meeting of the Home and School Club of Bailey Street School, Asheville, N. C., was held in the school building, at four o'clock January 23. The programme consisted of an address by Dr. R. F. Campbell, pastor of the First Presbyterian Church, instrumental and vocal solos, and refreshments.

Superintendent A. M. Croxton ends an open letter to the people of Union county with these suggestive words, which should be studied by the public men of every county in North Carolina. In the second decade of the nineteenth century Archibald D. Murphy planned like this for the entire state, and dreamed of the wealth and power and happiness which might thereby come to the state. Almost a century has passed without seeing the plan put into operation, and the state's loss in wealth and power and happiness has been incalculable. May we not yet hope to see many counties adopt this plan of one of our wisest statesmen before the full hundred years have passed away? Here are Mr. Croxton's words:

Suppose it were practical to have a first-class high school in each township and the public schools of that township correlated in relation to said high school. With such an arrangement all the students of every township would be prepared for college without being compelled to leave the home schools. Then these township high schools might be correlated with one good county academy or graded school where a practical education of higher order could be had at a nominal expense. Of course such a magnificent undertaking could not be accomplished in a year; but is not something like this worth the serious thought and effort of all educational workers and friends of the cause?

Lieutenant Charles F. Fowler, of the United States Army, has been detailed as professor of military science and tactics in the Bingham School at Asheville.

Principal E. L. Middleton, Cary, N. C., chairman of a committee appointed at the Raleigh meeting of the Association of Academies, is sending out a circular to the principals of high schools and academies with blanks for the following information: (1) Name of school, county and postoffic. (2) Name of principal and teachers. (3) Number of local pupils. (4) Number of boarding pupils. (5) Average number in attendance. (6) Number of pupils in literary societies. (7) Number of pupils now in college. It is the purpose of the committee to make an accurate catalogue of all schools of this grade, with correct statistics of attendance. Such a catalogue will be very valuable if it can be made complete. If you have not received the circular write at once to Prof. Middleton for a copy.

The report of the Commissioner of Education for 1897-98, which is now ready, makes two handsome volumes with a total of 2640 pages, like all the reports sent out by Dr. Harris, full of the most interesting and valuable educational statistics and discussions. If you have not received a copy of this report, write at once to the Commissioner of Education, Washington, D. C., asking him to send you a copy.

Probably no more valuable volume of educational reports and discussions has ever been issued in America than the Volume of Proceedings of the Los Angeles Meeting of the National Educational Association. If you are not a member of this association send $2.00 to Irwin Shepard, Sec'y N. E. A., Winona, Minn., for a copy. Only about 500 extra copies were printed, and the supply will soon be exhausted.

Superintendent Mebane has received from Dr. Curry, General Agent of the Peabody Fund, $1000 to be distributed as follows: $100 each to the graded schools at Washington and Mt. Airy and the negro normal schools at Franklinton, Plymouth, Goldsboro and Winston, and $200 each to the negro normal schools at Elizabeth City and Fayetteville.

Are you a teacher or other citizen in a town of 1000 inhabitants or more but without a good public school of at least eight months? Then don't fail to agitate for a local tax for schools until you have it and them. Ask your mayor about the letter recently sent him by Superintendent Mebane, and insist that the people be given an opportunity to express their wishes as to this subject after having been fully informed as to its importance.

The commencement of the professional departments of Shaw University will take place on March 15, when the annual address will be delivered by Albert E. Winship, editor of the *New England Journal of Education*. The commencement of the literary, industrial and missionary training departments will occur on the 9th and 10th of May. This has been a successful year at Shaw. The enrollment to date is 375, exclusive of 150 in the night schools.

In Switzerland the price of farm lands is from $600 to $1,600 an acre, and farming pays in spite of these high values. Switzerland has no pauper class, no slums in the cities, and no tramps. The roads are almost perfect, the streets are clean, and there is little need of police or soldiers. It is a country of universal education, and the best house in any village or town is the school house. Effect and cause.

Denmark, almost exactly one-third the size of North Carolina, with sterile soil and severe climate, exports $30,000,000 worth of butter every year. North Carolina, with its rich lands and genial climate, buys butter. But Denmark has universal education; public high schools for the sons and daughters of farmers are found at a rate which would put two or more in every county in North Carolina, while industrial and technical schools, public libraries and farmers' clubs are liberally supported and attended. Denmark knows on which side her bread is buttered and how to butter it. We have not yet learned the lesson—but we will, sooner or later.

Charity and Children says, "North Carolina is likely to become a very rich state, but it is not likely soon to become an intelligent one." If not intelligent, then not rich; unless it prove an exception to an otherwise universal rule. There is not anywhere in the world to-day a state that is rich except through the intelligence of its people. Intelligence is an indespensible factor in the wealth-producing power of a state.

There is a wide difference between elementary knowledge and superficial knowledge—between a firm beginning and a feeble smattering.—*Ruskin.*

It now seems probable that Hon. C. H. Mebane will be nominated by more than one party as his own successor in the office of Superintendent of Public Instruction. It would be only a well-deserved compliment if the conventions of all parties would rise as high above mere partisanship as Mr. Mebane has done and unanimously nominate him for this office, which should ever be held above the level of partisan squabbles.

It is not our purpose to detract from the noble, efficient and self-sacrificing work of any of Mr. Mebane's successors in the office. John C. Scarborough and Sidney M. Finger did heroic service at a time when helpers and sympathizers were much less numerous than now. They advocated the cause of the children before the people and the people's representatives when such advocacy was no sure road to popularity. They did much toward inducing a poor and unwilling people to increase the tax rate for public schools from time to time until the fund was fully three times what it was when Mr. Scarborough entered the office for the first time. The work done by them was foundational, and is not likely to be overestimated.

But Mr. Mebane has been a worthy successor. For nearly four years he has worked with an energy and enthusiasm rarely equaled. He has shown himself a wise executive. In a time of bitter partisan and sectarian strife he has kept this office above it all, seeming to realize fully that his duty is to the state and to the children,—and not to any party or faction. The office needs the services of such a man, and his administration should have the endorsement of all parties.

The study of forestry must soon assume the same prominent place in our colleges and universities that it has so long held in the higher institutions of learning in Europe. Probably nothing would serve more to promote this than the establishment of a great national forest park in the southern Appalachian mountains. Every teacher should use his influence in obtaining the proper action in Congress. At least write your representative and see that the influential men of your community do the same.

In our advertising columns will be found the advertisement of the Cornell University Summer Session. In the announcement of courses which we have received we note the names of Dr. Hiram Corson, who will give a course in English Literature; Prof. David Kinley, of the University of Illinois, who offers courses in Civics and Political and Social Sciences; Prof. E. B. McGilvary, lately of the University of California, who offers courses in Ethics. But the feature of the session of most interest to teachers of elementary and secondary schools is the unique courses in Nature Study, by Professors Roberts, Bailey, and Comstock. We know of nothing equal to this in America.

Sir John Lubbock, the great English philosopher, is urging that instruction in the elementary branches of natural science bearing on agriculture be made compulsory in the rural schools of England. He also asks that such instruction be accompanied and illustrated by experiments and practical work on plots of ground attached to the schools. If this is desirable in England, how much more desirable is it in North Carolina. This school-garden idea is becoming common to all countries that consider education from the national standpoint, and in several countries of Europe the garden is found in connection with all elementary schools. Every reason, and more, that can be assigned for manual training in the elementary and secondary schools of the city, can be urged with equal force in favor of the experimental garden in the schools of the village and country. It will be the beginning of better things for North Carolina when her rural schools run ten months in the year and this work in laboratory and garden is made a part of the required course.

A recent number of *Colman's Rural World* contains a very practical suggestion for introducing this work in our rural schools. A half dozen school districts might combine and employ a teacher who would spend a part of one day and an evening of each week at each of the schools. At night the young men and young women who do not attend school in the day, and even the older farmers, might easily attend. On Saturday afternoons, which most farmers make a holiday, the whole community might meet at the school-house for two or three hours. In this way much good could be accomplished at very little cost. Any state might well make an appropriation for this purpose direct from the treasury, to be supplemented by local contributions. Many excellent text-books are now published, and the bulletins of the Agricultural Stations and Departments may be had for the asking. The plan is worth trying.

Education is the generation of power.

School-room Decorations.

Probably no tendency is more noticeable in the better schools of the towns and cities than that toward artistic and tasteful decoration. It amounts to a revolution. Walls that were bare and unsightly a few years ago, or covered with splotches of advertising cards, are now tastefully hung with good copies of the best works of the greatest masters. The school children of to-day are familiar with all the best works of artists whose very names were unknown to the children of yesterday. Teachers and school officers are waking up to the fact that money spent for these reproductions of great pictures may do more good than larger amounts spent for books or school apparatus. We are learning that "Art manifests whatever is most exalted, and manifests it to all." The character and sentiment of the great works of art impress themselves, silently and unconsciously it may be, but none the less surely, on the minds of the children who have them constantly before their eyes. And then, there is pleasure and education and power of discipline in the tastefully decorated walls of the school-room, apart from the influence of the individual pictures.

But why should not this extend to the village and country school as well? Certainly they are needed as much here as anywhere. And if you do not believe the country boys and girls delight in pictures and hunger for them, just try the experiment of hanging a half-dozen good pictures on the walls of your school-room. Nor need any school longer be without good large reproductions of the very best pictures. A number of publishing houses are now giving all or most of their attention to this one matter of making good cheap reproductions of all the best pictures of the world, and the presses are sending them forth by the million, and at a rate within the easy reach of all. Great pictures are as valuable in the school-room as great books, and they can now be had for less money. Read the advertisement of Perry Pictures Company in this number of the JOURNAL, select at least five pictures from the list given, and send 25 cents for them as a trial order. You will be quite sure to send for more. You may also do much good by inducing children and parents to buy five or ten pictures for their homes. When you have the pictures study them and let the children study them with you.

You study nature in the house, and when you go out of doors you cannot find her.—*Agassiz.*

Hints to Teaching Reading by the "Phonic Method."

When the children first enter school see if they hear distinctly and speak plainly. Many do not. Place those who do not hear well on the front seats, close to you, and always make a special effort to speak clearly and distinctly (not loudly) for them. For several days a few minutes each day should be given to drill on the most common words of the children's vocabulary, the teacher speaking deliberately and plainly the words, alone and in short sentences and phrases, and letting the children speak after her. Some of the children will have difficulty in speaking *cat*, *rat*, *rabbit*, *look*. Show them how to press the point of the tongue back and down for the sound of *c*, thus forcing the sound into the throat. If necessary, press the child's tongue back and down with a spoon or the finger. For the *r* sound the tip of the tongue must extend upward to the front part of the palate and the breath should pass over it with a slight trill. Those children who change *r* to *w* do so by drawing back the tongue and rounding the lips. The lips should not be protruded but slightly drawn back. For the *l* sound place the front part of the tongue against the front of the palate, the tip just touching the upper front teeth. Other defects may be remedied in similar ways, provided you will always speak very clearly and distinctly yourself. Correct pronunciation is only a matter of the proper adjustment of the vocal organs, which the child learns slowly through imitation and numberless failures, gradually approximating the correct form and then fixing it through habit. If you believe this is an easy matter try it yourself with German, French or Italian. But all you need to do is to put your vocal organs in the proper position, and you can speak the foreign word as correctly as the native. Hearing the words spoken deliberately, clearly and distinctly will help you very much. So will it help the children, many of whom have never heard the consonant sounds in these words.

While this is going on select a few of the most common short words and speak them slowly, separating them into their elementary sounds,—spelling them by sound, as shown by Professor Moses in earlier numbers of this Journal. Names of parts of the body and of objects close at hand should be selected for these exercises. Point to the object and slowly spell by sound its name, letting the

children give the name. After a little while spell out the words by sound without pointing to the objects, and let the children tell you what you have spelled. The first words used should not contain more than three or four sounds; as t oe, ch ee k, f a ce, h ea d, ar m, kn ee, f oo t, f i sh, etc.

When the children can easily tell you the words you spell out thus let them spell with you, giving the word each time which you only spell; thus, (teacher) c a t (spelling by sound), (children) c a t cat (spelling by sound and pronouncing). The children very soon gain the power to utter the separate sounds correctly.

As soon as this can be done easily pronounce the words and let the children spell them by sound, always speaking the word after spelling it. This last is very important, and the children should never be allowed to omit it, since the whole purpose of the exercise is to give the child the power to make out a word from its elementary sounds. If the object were written spelling, then they might stop with the analysis, omitting the synthesis.

All this will take only a few recitation periods a day for a very few days, and the children will then be ready to begin to associate the written or printed letters with their sounds,—and to read.

Speak the word *cat* and ask the children to spell it by sound. How many sounds in it? What are they? What is the first? The second? The last? What is the middle sound, the one you speak so much louder than the others? Write the word on the board (the teacher, not the pupil), separating the letters thus: c a t. Point to the letters as the children call over the sounds slowly. How many sounds? How many letters? What does *c* say (pointing to it)? a? t? Do the same for b a t and f a t, writing them under each other; thus:

c a t
b a t
f a t

What is the middle sound in each word? What does *a* say? Write this on another part of the blackboard and let it remain.

Now write the words m a t, p a t, a t, letting the children match the sounds and letters, and laying stress on the final sound. What is this final sound? What does *t* say? Write the *t* under the *a* on another part of the board and let them remain for the addition of other letters as they are learned.

Now write on the board all the words of list (1), and let the children spell them (by sound) from the board and pronounce them. You may need to help them with the first letters. Do so, simply giving the sound as you point to it; the children will learn them in later lists.

For a second lesson use list (2), first writing c a p, and t a p, letting the children match the sounds and letters as before. The known *a* in the first and the known *t* and *a* in the second will help in finding the sound of the final *p*. Place this up in the list with *t* and *a*, which were learned in the first lesson.

Treat the remaining lists in the same way, one or two at a lesson. Writing the new letter of each lesson alone, as in the lists, will help to fix the attention on it. Begin each lesson with a little review of all the letters (their sounds) learned, and let the children use them in the new lesson, making out, without help, as many words as possible, and helping them only with letters not yet learned. In list (4) they will need no help on p a d and d a b; in list (5) on g a g, g a b, g a p; in list (6) on m a d, m a t, m a p, in list (7) on t a n, n a b, n a p, n a g. After a few lessons they will seldom need any help except on the new letter, and not on this after the first word or two, used in learning the new letter.

Add as many similar words to each of these lists as you like; the more the better.

Shall you teach the names of the letters? Yes, incidentally. What does this *t* (name) say? This *p* (name) says *p* (sound). Some teachers make a mistake in not teaching the names of the letters. It will not confuse the children. May not the child know that the name of the boy who plays ball well is John? Must it always call him "The Boy That Plays Ball Well"? May the child read other words than those given here? If similar words are found in the day's reading lesson, must they be selected and written on the board for drill? If this be necessary, then what have the children gained? The object is to give children the power to make out for themselves any similar words, not to teach them the words as wholes by constant drill. Further, if children find words in their early reading lessons containing some of the sounds they have already learned, let them make out as much as they can by these letters, and help them with the letters not yet learned. They will thus put into use at once all they know of phonics, and will be stimulated to learn more, so as to be wholly independent.

LISTS OF WORDS FOR USE IN TEACHING THE SOUNDS OF SINGLE LETTERS.

[OTHER LISTS WILL BE GIVEN IN SUCCEEDING NUMBERS OF THE JOURNAL.]

(1)	(2)	(3)	(4)	(5)
c a t	c a p	c a b	b a d	b a g
b a t	t a p	d a b	m a d	t a g
f a t	p	b	d	g
a	m a p	n a b	h a d	g g
m a t	n a p	t a b	l a d	f a g
p a t	l a p	g a b	f a d	n a g
a t	g a p	b a t	p a d	r a g
t	s a p	b a d	s a d	s a g
h a t	r a p	b a g	d a b	w a g
s a t				g a b
r a t				g a p

(6)	(7)	(8)	(9)	(10)
d a m	m a n	n o t	c u p	m e t
j a m	r a n	g o t	p u p	g e t
m	n	o	u	e
h a m	f a n	c o t	u p	b e t
r a m	c a n	d o t	s u p	n e t
a m	t a n	t o p	c u b	p e t
m a d	n a b	p o t	b u g	b e d
m a t	n a p	p o d	m u d	p e n
m a p	n a g	p o p		

(11)	(12)	(13)	(14)	(15)
b i t	a x	f e d	h a t	j u g
d i d	o x	f o x	h o t	j o b
i	x	f	h	j
b i b	b o x	f i x	h i t	j o g
f i b	f o x	f o g	h u t	j i g
d i g	f i x	f a t	h e n	j o t
p i g	s i x	f a n	h e m	j i b
b i g	m i x	f u n	h i m	j u t
h i m	v e x	f i g	h u m	j a m
			h o p	j u m p

(16)	(17)	(18)	(19)	(20)
k e g	l i t	r u n	s u n	i s
k i n	l o t	r a n	s e t	h i s
k	l	r	s	s
k i d	l o g	r a t	s a d	h a s
k e n	l e g	r e d	s i x	a s
k e p t	l a d	r u g	s o b	f a n s

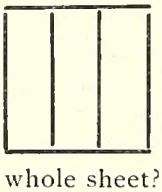
(21)	(22)	(23)
w e t	y e t	m y
w e b	y	b y
w	y e s	c r y
w a x	y e l l	d r y
w a g	y o n	f l y

Lessons in Elementary Arithmetic.

REDUCTION OF FRACTIONS.

Divide a bundle of splints into two equal groups Now divide each of the two groups into two smaller equal groups. How many groups have you? How could you have made the two groups into six equal groups? How into eight? Twelve? Fourteen? Ten? Can you divide the two groups into three equal groups? Five? Eighteen? Nineteen? Starting with two equal groups, what numbers of equal groups can you make?

When you divide a thing into two equal parts, what do you call each part? What do you call each of four equal parts? Each of six? Eight? Ten? etc. When you divide each of two equal parts into two equal smaller parts, each of the smaller parts is what part of the larger part from which it is made? What is one-half of one-half? What is one-third of one-half? $\frac{1}{4}$ of $\frac{1}{2}$? $\frac{1}{7}$ of $\frac{1}{2}$? $\frac{1}{12}$ of $\frac{1}{2}$?



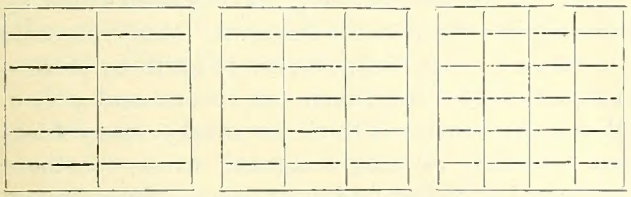
Cut a sheet of paper into three equal strips. Cut each of these strips into two equal pieces. How many pieces have you? Each piece is what part of one strip? What part of the whole sheet? Cut another sheet into three equal strips, and then cut each strip into four equal pieces. How many pieces? What is $\frac{1}{4}$ of $\frac{1}{3}$? Having first cut the sheet into three equal pieces, into what numbers of equal pieces may it then be cut? How can you cut it into six, nine, twelve, fifteen, twenty-one, etc.? Why not into five, seven, ten or nineteen? What do you think when you say or hear "thirds"? (A single thing divided into three equal pieces, or a group of things separated into three equal smaller groups. The child should not only think, but *see—visualize*—this dividing or separating,—not the figures that stand for the fractional parts.) When you say or hear "fourths"? How may thirds be made into fifteenths? (By dividing each of the three parts or groups into five equal parts or groups.) One of the larger makes how many of the smaller? Two of the larger make how many of the smaller? Two thirds make how many fifteenths? Why?

A basket of apples is in four equal piles; what numbers of equal smaller piles can the apples be placed in by subdividing these groups? Why not in seven, nine, thirteen, twenty-one, etc.? The apples having been first placed in four equal piles,

how can they be put in eight piles? Twelve? Sixteen? Twenty-four? One of the large piles makes how many of the twelve smaller piles? Of the sixteen smaller piles? Of the twenty? Two of the larger make how many of the twelve? Three make how many? (Ask the same question about the sixteen, the twenty, etc.)

A field is divided into five equal lots. Can these lots be so subdivided as to make the whole field into nine equal lots? Why not? What is the least number of smaller equal lots into which it can be made? How can this be done? One of these ten lots is what part of the five lots? Of the whole field? One half of one-fifth of a field is what part of the field? Into what other numbers of equal smaller lots can the field be subdivided, beginning with the five lots?

Divide a sheet of paper into six pieces, and then subdivide each piece in two, three, four, etc. parts.



How many parts do you get by each subdivision? In each case each of the first six strips makes how many pieces? Two of the strips make how many? Three? Four? Five?

Cut other sheets into seven, eight, nine, ten, fifteen, etc. strips, then subdivide the strips into two, three, four, etc. parts. When each of the seven strips has been subdivided into five parts how many parts has the sheet been divided into? What can you do if you have only one of the seven strips to subdivide, the others having been destroyed? (Think all seven subdivided as you do actually subdivide the one.) One seventh makes how many thirty-fifths? Two sevenths? Three sevenths? Four sevenths? Two eighths make how many sixteenths? How many twenty-fourths? How many fortieths? Five eighths make how fortieths? Six eighths?

This subdivision is sometimes called "reduction to higher terms." Can you make a rule for reducing fractions to higher terms? (It is only necessary to think how many parts the whole number has been divided into to make the first fraction, then how many parts each of these must be divided into to make the larger number of smaller parts, and then multiply this number of smaller parts by the number of parts actually subdivided. Reduce five sixths to twenty fourths. (The whole number or thing is already in six parts; to make it into twenty-four parts, the six parts must be divided into four parts each. Five of these groups of fours make twenty.) Do other problems,—until the process and principle are thoroughly understood.

Cut a sheet of paper into eight equal parts. With mucilage put these eight pieces into four equal pieces. How many eighths make a fourth? Four eights make how many fourths? Six eighths?

A company of men are marching in twelve squads. What part of the men in each squad? The commander wishes to form them in four equal squads. How many of the twelve squads must march in each of the four groups? How are twelfths reduced to fourths? How many fourths will six twelfths make? How many twelfths are needed for three fourths?

A body of land is divided into twenty-four equal lots. How may these lots be combined into six equal fields? Into eight equal fields? Five equal fields? Four? Seven? Two? Eleven? Twelve? Why can you not combine the lots into five, seven or eleven equal fields? If combined into six fields, how many lots will make two fields? Three fields? Four fields? If combined into eight fields, six lots will make how many of the fields? Fifteen will make how many?

Divide a sheet of paper into twelve equal pieces, and lay aside four of them. How many twelfths have you left? Recombine these, making the new pieces just as large as possible but still equal. How many parts have you made of the eight twelfths? How did you reduce $\frac{8}{12}$ to $\frac{2}{3}$? Do nine twelfths the same way. What do you get? Why did you not make the nine twelfths into thirds? Do the same with fifteen eighteenths. What do you get? Why not make these into thirds?

This process of recombining fractions so as to have fewer and larger equal parts is called "reducing to lower terms." Recombining into the fewest and largest possible parts is called "reducing to lowest terms." Can you make a rule for each process?

$\left\{\begin{array}{l}\text{Subdivision (Reduction to higher terms).}\\ \text{Recombining (Reduction to lower terms).}\end{array}\right.$

These two processes are the only distinctive ones in fractions, and and they are not fundamentally so; they are only new applications of the multiplication table. In another article we shall see how the addition, subtraction, etc. of fractions are only repetitions of similar processes with whole numbers, with occasional application of the two processes just studied.

The Spring Migration Of Birds.

T. GILBERT PEARSON, GUILFORD COLLEGE, N. C.

There are no two months when the bird population of any section of our southern country is exactly the same. In fact, at one time of the year an enumeration of the birds which might be observed would be found to be widely different from a list of the forms which could be made at another season. Every one who observes birds, of course, knows that in the winter we have the snowbirds, and the fox sparrows, and many kinds of wild ducks; and that in the summer these are gone, but in their places we have the wood thrushes, the chimney swifts, and the whip-poor-wills. Then there are some varieties which we may see only during a few days in the spring or autumn.

Now, what is the cause of all this movement and activity on the part of our feathered neighbors? To those who may possibly not fully understand let me offer a little explanation. A very large per cent of our wild birds feed largely on insects, and two-thirds of the birds found in North Carolina in the summer live almost exclusively upon an insect diet. When autumn comes and the sharp cold nights are rapidly ridding the air of insects, the insect-loving birds are immediately placed in a position like this: they must either change their diet, or depart for some country where insects can be found. There are some species which do one way, and some which act on the other plan. Thus the robin and the waxwing and the partridge, although they feed so largely on insects in summer, now turn to the fields and woodlands for such seeds as the weed-stalks may be holding high above the snow for them, or for the berries of the black-gum, the holly and the mistletoe, or for the fruit, perhaps, of the persimmon.

But the chimney swift, the nighthawk, the whip-poor-will and many others must have insects, so they make long journeys, one or two thousand miles, and sometimes even more, to those southern countries where summer never ends. Their journey in the fall of the year is usually spoken of as their autumn migration. These flights of the birds are usnally undertaken at night in order to avoid bird-killing hawks,—those fearful feathered lions of the air. The flights are often made at considerable distance from the earth, many birds having been observed through telescopes at an altitude of three miles. The thin atmosphere at this height must be more easily traversed than the denser air nearer the earth. Birds, too, have a much keener eye-sight than we have, and, even at such a height they doubtless are able, on clear nights, to make out the prominent features of the earth beneath, and then steer unerringly on their course. Their great highways of migration are generally along river courses, and especially do the birds of the eastern United States follow the coast line. On foggy or rainy nights the little voyagers often lose their reckoning, and on such occasions they frequently dash against the lanterns of lighthouses, beacons, or light-ships, and are killed in great numbers.

Hundreds are thus killed on the North and South Carolina and Virginia coasts each year. The Bartholdi statue, standing at the mouth of the Hudson River, is the cause of many birds losing their lives. Fourteen hundred were picked up about its base one morning, having been killed by striking the statue or the lanterns. Many migrants lose their lives by being driven to earth by storms. Large numbers are driven out to sea and perish. When the weather is thick an murky many birds are killed by striking telegraph wires; for these nocturnal travelers fly low at times. Surely many dangers beset the great national pathways of the feathered hosts.

Those birds which leave us when the leaves begin to fade and return when the fresh young grass and the bloodroots and wind-flowers are about we speak of as "summer residents," to distinguish them from the "resident" species which are with us the entire year. Those which spend the winter in our midst and retire to the north on the approach of spring are often designated as "winter visitors." Examples of these are the snowbird, and the yellow-bellied sap-sucker.

To a fourth class belong those birds which spend their summers in the far north and their winters in the far south. We see them for only a few days during the fall migration, as they journey south; or we may catch a glimpse of their handsome colors as they pass us in the spring, on their return trip. Watch in the groves and thickets and along the hedges in April and early May for troops of the little birds belonging to the family of Warblers. You can find at times bands of these bright feathered strangers who have dropped down in the morning out of the sky to feed and rest in the woods all day before resuming their journey upon return of the friendly darkness. Birds of this kind

are often spoken of as "transients," because they are with us only in transit.

The general subject of the migration of birds is quite an extensive one and affords one of the most interesting fields of observation in ornthological study. Anyone can observe interesting and instructive facts about it anywhere, and at almost any time of year. For instance, find out, if you do not already know, whether the brown thrasher is found in your neighborhood. If so, is it a resident, summer resident, winter visitor, or transient bird? If a summer resident, how late in the fall of the year have you seen him, and how soon in the spring does he first appear in the thickets and along the hedge-rows? Again, do you ever see the robin in the winter? If you live in Virginia or in any of the states south of there, you probably do; and, if food for him is abundant in your neighborhood, you will likely see him almost every day; otherwise he may be observed but rarely during this season. Look out for the first catbird this spring. Note the date of his arrival.

The season will soon be at hand when the birds which left us last autumn will come trooping back to their summer homes. Why not keep our eyes open and watch for the birds as they come in this spring? Here are the dates on which I have noted the first spring arrivals of the following species of our common birds at Chapel Hill, N. C.:

Wood Thrush, April 22.
Catbird, April 15.
Chipping Sparrow, April 11.
Crested Flycatcher, April 21.
Chimney Swift, April 12.
Whip-poor-will, April 20.
Night Hawk (Bullbat), April 27.

Teachers usually find their pupils enthusiastic helpers in gathering data on any natural history subject. Here is a plan which has been successfully employed in some schools for the accumalation of information in regard to bird migration. The accompanying diagram is placed on a chart or left standing on the blackboard. For permanent record the children copy the chart in their note books. When fifty pairs of sharp eyes are set to watching for the coming of birds and as many keen ears are listening for the first notes, the passing feathered traveler and the bird that has just returned to its summer home will hardly fail to be reported.

NAME OF CHILD.	DATE.	NAME OF BIRD.	REMARKS.

As many parallel lines and spaces may be added as are needed to record all important observations.

It will be well to have a definite time set apart for the reports of the children, and enough time should be given to permit a full report. Under "Remarks" may be recorded the place where the bird was seen, the time of day, what it was doing, whether it was alone or with other birds, and such other details as have been observed and are of any value. Many accidental details will be reported that need not be recorded.

NOTE — If schools in different parts of the state will keep this record this spring and send the records to the editor of this journal, Prof. Pearson will tabulate the results and write an article showing what they indicate as to the paths and times of migration in North Carolina. He will also publish results of records sent from other states.

Severite's Method and a Better.*

"Be not overcome with evil, but overcome evil with good."

M. V. O'SHEA.

Sévérité is what you would call a "disciplinarian." She pins her faith to the doctrine of instant obedience to authority, and to the development of righteousness by keeping from the very earliest years in the straight and narrow path of rectitude. While theoretically she believes in the spontaneity of childhood, yet practically she demands that this spontaneity shall come within the scope of the code of discipline which she has established. If the little ones under her care depart from this definite line of action, she esteems it her duty to force them back promptly and severely; for this is the only way in which children can learn to be good. If they do what is wrong, judged by *Severite's* standard of right and wrong, they must suffer the pains and penalties incident thereto. I suppose she really has adopted no system of psychology, but in her practice she shows that she views the mind as an independent agency which even in infancy may direct its own activities. If it chooses the evil it must experience pain, which will coerce it towards the good. Whenever one of her victims does wrong she gives a warning not to have the

* Condensed from Kindergarten Review.

misdeed repeated. She even anticipates the possible wrong-doing of her children. If she puts a clean dress on the child, she warns him beforehand not to creep upon the floor or visit the sand pile; if she is about to start for a walk, she first tells the children that they must not be noisy upon the street, they must not run away from her side, they must not speak to strangers, and they must not do many another thing which it is probable they will do, particularly when commanded not to.

Sevérité is wrong. She is wrong in principle, she is wrong in practice. She runs afoul, in her disciplinary methods, of some of the most potent forces in human nature. For one thing she seeks to repress energies which never can be repressed. She thinks that to negate an activity by word, and more rarely by deed, is sufficient to inhibit it. If she does not want her children to play in the house and "make a great racket," she says to them, "Don't run any more," or, "Don't play any more," and stops there. She does not point out what may be done; she does not think this is necessary. Indeed, when I approach her on the subject, she allows that it is a good thing to develop early in children a respect for law. They must be taught obedience; they must be brought to realize that when they are commanded not to do, they shall not do. And life is made up so largely of things which cannot be done that we had better at the start get into the habit of not doing. Negation is *Séverité's* Alpha and Omega of training.

But in reality this does not work; her children do not obey her, and she is incessantly repeating her commands. Stern as she is in voice and aspect of countenance, this disobedience is inevitable. Nature has endowed the child with energies which must, during waking life, find expression in activity. If *Séverité* had the instincts of a student at all and would simply observe her children, she would see, I think, that the Creator desired that they should be constantly doing, that he never planned a child to be a negative quantity.

The verdict of the psychological sciences is very clear on this point; mental activity must, especially in the early years, be accompanied by physical activity. A thought is part motor. This human organism, body and mind, is wonderfully unified. Every one is now familiar with the fine saying that the child thinks with his muscles. One distinguished psychologist has gone so far as to say that there can be no thought, no state of consciousness, unless there is motor response. We have perceptions because we react in a motor way to objects which we see. But, whether we sympathize with this view or not, we must grant that mental activity cannot be divorced from motor activity. And, further, we would not divorce them if we could; we would not have the mind set off from the body which it inhabits in such a way that it could practice one sort of conduct and the body deport itself in a different manner. Instinctively we all realize that our physical activity is a reflex of our mental life; and we have perfect faith that we cannot have our thoughts run in one channel and our actions in another.

Now, to surround children with certain conditions which incite action along a given line, and then attempt to suppress the activities thus aroused, is, it will be seen, a fruitless, if not a vicious, method of training. So long as a child's environments stimulate certain thoughts and feelings his conduct will be shaped in harmony therewith. To forbid is to furnish an occasion for disobedience. To attach pains and penalties to one's negations may, indeed, inhibit action for a time; but suppressed energy will be liable to break out in some form; it may be in a good way, but it is liable to be in a wrong way. There is a point here which *Sevérité* never seemed able to comprehend, and she is like many other people in this respect; she believes that a word of negation is equivalent to the prohibition of an action. I can not convince her that negation is purely verbal; it has not any body, any substance. There is no such thing as a negative idea. The mind abhors vacuity; it must be full of some thought, and that thought will always be positive. We can have no *not*-thoughts. The only way in which one can negate an idea is by driving it out of the mind with another idea; so there is no way to negate an action but to supplant it with another action.

Conduct is determined by positive and not negative influences. Good action is secured by filling the mind with good thoughts; bad conduct is prohibited by displacing it with a positive sort of conduct, not by verbally forbidding it. No teacher ever had much success in preventing her boys from throwing snowballs at the schoolhouse by warning them, before they went out at recess, not to do it. If, on the other hand, she leads them into games which are permissible and which employ their energies, she will then save them from transgressing law. *Sevérité* would have so much greater success if she would only rely more on positive

measures of control; if, fearing misdeeds, she would stimulate good deeds; if, wishing that the children would not play in the house, she would in a vigorous, inspiring way lead them out on the playground and organize interesting games with them there.

But there is thrown up to one every time he suggests this to her the old dogma of developing obedience through requiring of her children compliance with her commands. They will not have "moral fiber" if they do not experience a great deal of this sort of thing in childhood. Here again she is wrong, and woefully wrong. No one ever developed moral fiber by living in an atmosphere of negation. No child will ever acquire respect for authority by having his spontaneous actions incessantly prohibited; rather he will grow to hate authority. You cannot run athwart nature much of the time without creating disturbance, disease; and the most destructive disease of the moral nature is antagonism to rightful authority. *Sévérité* is the sort of person who will make law breakers of her children.

What we want in the training of our children is to habituate them to right lines of action. Science reveals to us that character at any moment is determined by the ways in which one has acted in the past. The organism gets adjusted to a certain kind of reaction, and it goes shooting along in maturity in the direction in which it was started in childhood. Education ought to give it the right direction; it ought to stimulate the young to be active along good lines, and the impetus thus given will carry the individual safely along the right road to the end of his days. If this will not do it nothing can. Most of us have not begun to realize the significance of habit in education, and the tremendous importance of constantly inciting in the young activities of a wholesome, upright character, thus inhibiting conduct of an opposite sort. We do not really believe sufficiently in overcoming evil with good. But modern science is, from every point of view, indorsing and emphasizing our Savior's great lesson.

But shall there be no inbibition? Children must learn respect for law. They will in their daily lives meet negation, and they will need to respect it. They can of course do this better as they grow older, when nature develops the mechanisms for inhibiting impulses to action. Then they should have the experience of restraining activity in conformity to command; but the danger is that authority will be exercised too frequently, when instead of respect there will be bred disrespect for it. It is a calamity for any child to be continually commanded not to do a thing which he proceeds at once to do. Here, again, is this great law of habit; becoming accustomed to disobey, he gets set in a direction from which it will not be easy to turn him. The maximum of training seems to be, then, authority exhibited rarely—and then enforced at any cost. This will secure all that is desired in developing regard for the authority which will be encountered in later life, and which must be obeyed.

Sévérite errs seriously in another way. She goes around looking solemn, stern, and critical, when she might easily wear an aspect of gladness and good cheer and optimism. She little realizes that her personal characteristics will with absolute certainty determine the characteristics of her children. Many of us who direct the lives of others would be more careful of what we display through our personalities if we realized that imitation is the most active quality of human beings. People have always known this; but their beliefs have not become formulated into doctrines, at least till within our own day. Now we appreciate that the mind is incessantly taking the things about it as copies and modeling itself upon them. I reproduce in my own face what I see in the faces of others—whether I wish to or not for the most part. There are subconscious agencies in my personality which attend to this matter, and my conscious self has little to say about it by way either of encouragement or prohibition. So, virtually, I must become like the company I keep. How imperative then that people like *Sévérite* should exhibit what is most hopeful and optimistic in their characteristic expressions. Of course they cannot express what they do not feel; but yet if one realizes how his expressions are to influence others, it will help to give the better emotions in his own nature force and vigor so they will become predominant in him.

As I see it, the business of those who direct the lives of others, whether in the school, in aldermanic chambers, or in legislative halls, is to promote the survival of things which inspire good conduct. Virtue increases by being made more prominent, by having the circumstances which arouse it more in evidence; while evil dies out of the earth by being neglected. We grow away from the things which we forget, and like the things which we think about, whether they be good or evil. No

one ever rose above his faults who kept his mind full of them; reform, whether in the individual or in society, can be secured alone when evil practices are supplanted by wholesome ones. A sort of law of education may be stated, I think, in this way: virtuous character is developed by surrounding the individual with influences which inspire good action, and at the same time removing from his sight and hearing evil in every form. Children grow through and above their many imperfections, not by being made to reflect upon them, in the hope that they will grow to detest them, but by having paths opened before them which lead away from weakness up into greater and greater strength. Thus by a sort of survival of the fittest, made possible by repetition under guidance of the teacher, the child grows day by day to establish habitual modes of action which in maturity will bring him into harmonious relations with his fellows and with his Creator.

Our Visit to Old Town—A Lesson in Local History.

MISS MARY WILEY, WINSTON PUBLIC SCHOOLS.

Just six miles from Winston lies the quaint little village of Bethabara (or Old Town), the first home of the Moravians in North Carolina. It was here we had our first practical lesson in local history.

One pleasant Saturday in January twenty-two of my pupils and myself started in carriages for Bethabara. Upon reaching the little village an old Moravian gentleman came to meet us. For generations his people had lived in Bethabara, and he knew every line of its history.

Before going on our excursion, the coming of the Brethren to North Carolina, their settlement in Bethabara, and the trials and difficulties of their early years had all been carefully taught the pupils. Therefore they had already formed a mental picture of the place, and were able to ask intelligent questions concerning the old times.

With the sunny little village as our school room, Mr. Hauser as the kind old teacher, the old time houses and bits of stones and the trees for books, we had a most delightful lesson.

An old pear tree marks the site of the little cabin in which the founders of Bethabara spent the first year in their new home. Each child was eager to stand beside the old tree, perhaps in the very footsteps of the brave old Brethren. Each one could imagine just how the old place must have looked so long ago, with nothing but the great forests on all sides

As Mr. Hauser pointed out the place where the village "square" originally lay, with the church and Single Brethren's House grouped around, and as the very foundations of the old houses were seen and walked over, the children got a better idea of the old days of Bethabara than ever they could have learned from books and charts.

As we stood upon the foundation-stones of the first church and looked around upon the quaint little village lying in the meadow, with the clear running brooks shining in the sunlight, the graveyard away off on the top of a beautifully-rounded hill, the words of Mr. Hauser seemed far away, and, for the time, we, too, were Moravians, living the peaceful life of the old days in Bethabara.

There still stands in Bethabara an old church, built in the old Moravian way,—with the parsonage attached. Each room in the church was carefully examined, especially the kitchen with its huge fire place and baker's oven, its rough, uneven floor of cobble stones, its high windows and curious door divided into two parts. In the church were many things which made the children understand better the olden times. There was the great stove, eight feet high, and made of potter's clay; there were old candle-sticks, tables, cupboards, an old desk with a secret drawer in it, the old pulpit, and interesting-looking old German books. The wide planks in the floor were examined and measured, as were the large bricks on the hearth. The thickness of the walls was noted, the dark cellar explored and the bell rung,—the same bell which frightened the Indians so often.

The children had their note-books and everything they saw or heard was jotted down.

The next week, during school hours, an outline of our trip was made, our notes were consulted and discussed and then written up as a chapter in "The History of the Moravians." The sketches made by the children while in Bethabara were then put upon the board and copied in their "Histories;" while the "relics" (bits of stone, twigs of the pear tree, etc.) were carefully labeled and put in our museum. Some of the boys had a kodak, and took very good views of the old church.

The last place visited in Bethabara was the graveyard. As the pupils climbed the steep hill, they wondered how the old Brethren used to carry the heavy corpses up it, and when they reached the top and heard how the Brethren used to watch for the Indians up there and, at the first sign of danger, hasten down to the village and ring the bell as a warning to the colonists, the story seemed real and full of life.

What we learned at Bethabara cannot be reckoned up, but that the pupils gained something that has a wonderful hold on them is evident, for whenever our trip to Old Town is mentioned even the dullest grows interested at once.

School-room Plays.

MARY BEST JONES, GOLDSBORO GRADED SCHOOLS.

Knowledge, real and living, comes only when its acquisition is a joyous indrawing. The earnest teacher strives to bring this condition of mind to each and every child.

Here a vital question arises. By what best means is the teacher able to bring about this condition of mind, when each child before him differs from every other child and answers to a different treatment?

The natural way to do this is to approach the children through the channel of the common interest of childhood—pleasure. All children find pleasure in play. This is nature's plan. Therefore let them play what you would have them learn, for the seeds sown in the full sunlight of pleasure attain a luxuriant growth, and many are the fowls of wisdom that lodge therein.

The studies of geography, history and reading are full of pleasing scenes and episodes through which the child's fancy may roam with the greatest freedom. These fancies he will translate into action if opportunity be allowed him.

In every school course United States history has a place, and what more dramatic material or what material better suited to the romantic period of child-life would you want than this?

The early settlers lived as simply as children live. With the rudest tools, they were compelled to work out their ideas. Their struggles and the strivings of the children are along the same lines, though, of course, the moving power is more developed in the older people. How real these representations may be and how interesting to the children has been proven lately in our school.

At Thanksgiving the children who were studying the colonization period of United States History gave the following five scenes for their entertainment on the day before the holiday.

I. The Puritan Home.
II. The Indian Wigwam.
III. An Indian Massacre.
IV. The Smoking of the Peace Pipe.
V. The first Thanksgiving.

These were tableaux selected from the real work of this grade, but the story told by them was a continuous one.

The arrangement of the class-room was in this manner: Across the front of the room was hung a draw-curtain, behind which was the impromptu stage. After dressing rooms were cut off, the stage was divided into two parts by another draw-curtain. On one side of this curtain was shown the "Puritan Home" with its inmates; on the other, the wigwam of the Indian with its surroundings of green reeds, rushes and pine boughs, formed a picturesque scene.

After the first two scenes were shown, the Indians came into the Puritan Home for their deadly work; while the fourth representation was of the white men as they were smoking the peace-pipe with their one-time cruel enemies. The last tableau "The First Thanksgiving" was exceedingly picturesque. In this scene, the dividing curtain was drawn aside so that the stage was turned into one room. The white men and the red men were amicably mingling together in games, or were smoking and talking; while the women prepared the coming feast.

Any scenes may be chosen for these tableaux, but the ones selected should bear directly upon the work in hand, if a rich harvest is to be reaped. Let the preparation be slow, extending over many days, so that the smallest object needed will impress itself upon the children's minds. The time thus spent will not be wasted, for it gives the child's fancy plenty of time to work out even the merest detail to make the "show" real.

With ingenuity and a little expense one can devise good costumes. A few bright dresses, fur, feathers, beads, (pop-corn, berries, etc., if nothing else is to be had), tabs of cloth, and you have pretty and striking Indian costumes.

The same grade which gave the Thanksgiving tableaux were using the story of the Iliad for their recitations in reading. These children were in their development just at the period that the Greek race was when firm belief in monsters, nymphs, etc., held its sway. To them Hector, holding at bay the mighty hosts of the Greeks, Achilles mourning for his dear Patroclus, and the tricks of crafty Ulysses were real. When Hector's ankle bones are ruthlessly pierced the children's indignation is aroused against Achilles, who until now, has been their favorite hero. Their sense of justice is touched to the quick; so with clenched fists they denounce the iron-hearted man who thus defiles his brave antagonist.

So real are their feelings for the party whose cause they espouse that there is no weak vacillating from the side of the Greek to that of Trojan, or *vice versa*. It will be seen from the following inci-

dent how true they were to their adopted heroes. The class was once asked the question: "How many Trojans are there in the room?" Many hands were held up in reply. In turn, the Greek followers were asked to hold up their hands. The teacher then called on one girl to give her reason for being a Trojan. "I am no Trojan!" she indignantly exclaimed, and took her seat.

They had grasped the feelings of the Greeks and Trojans, and the translation of these feelings into action naturally followed.

It has been found to be a good plan to have one child learn the speeches made by Hector to Achilles and another learn Achilles' part. If the reading has been well worked up as they came along, the child has already acquired many of the words of the book. These words allow a fuller expression of their feelings than do their own limited vocabularies.

When they have fully understood the feelings that moved these nations and have acquired words allowing free expression of these feelings, the children long to represent their heroes.

Now for a real play! Dressed as a Trojan warrior or the greatest hero of the Greeks, the child is, in feeling, the character he represents; and naturally and easily does he act the part.

For other work of this kind one will find the Tanglewood Tales especially good material, as the conversations in them are well connected. Where a break does come, however, the children will add effective words of their own. The descriptions in these stories are beautiful and natural, and, for this reason, aid greatly in the preparation of the stage scenery.

Advance in English in the Secondary Schools.

J. W. CANADA, PRINCIPAL CHAPEL HILL SCHOOL.

The position given English in the secondary schools is the index of their standing. They either emphasize the classics, Greek and Latin, pride themselves on their mathematics, push forward their history or English, give science a prominent place, or attempt to keep all these subjects together. The day has undoubtedly passed when nothing but Latin and Greek, however good they may be in themselves, may be regarded as an adequate preparation for college or for life. Something more than a fine drill in mathematics is required of a school now. There is very little danger for some time to come that science will be given too much prominence in the secondary school; but this is owing to lack of equipment rather than lack of scientific spirit. History may be said to be keeping its wonted place, while the advance in English is most marked.

A glance at the study and teaching of English in the secondary schools gives a convincing proof of the sound pedagogical theory that is now universally admitted. Facts bear out this view of the theory. The impulse that has led to the advance in the study of English grammar and literature in the schools is due largely to the numbers of trained young men who in the past decade have gone out into the schools of the state. The advance in English therefore comes from above. The higher scholarship makes possible the lower, not the lower the higher. More adequate preparation for really good work does come and can come only when our University and colleges have done their full duty in equipping the departments of English.

The work in English takes three main lines; grammar, composition and literature. In each of these lines the advance in the past ten years has been very marked. English Grammar has now come to be treated scientifically. It is susceptible of such treatment, and certainly deserves more consideration at the hands of scholars than Latin and Greek. Not, however, until within the past decade or two has any serious attention been given it. The books studied in the schools showed an ignorance of the fundamental principles that would not have been tolerated in any other branch of linguistic study. Now there are some really fine grammars, showing the highest grade of scholarship. The work of Dr. Whitney along this line was certainly very valuable in giving a clear, common-sense, though somewhat prosy and dry, statement of the principles of usage as he deduced them from the origin of words themselves and their present use by writers whose use gives sanction. Drs. Baskervill and Sewell, of Vanderbilt, have carried this work still further and have given us by far the best handbook in point of scholarship and interest that has yet appeared on English grammar.

English grammar as taught in the secondary schools ten years ago was not a science, indeed it had none of the scientific spirit in it. It was a dry mass of parsing, of rules, of sentence-building that had little meaning, and no interest whatever for

the student. In illustration at least, the instruction in English, and the construction of English grammar may be as scientific as chemistry or physics; in fact it is pure inductive reasoning. The material is the words of men who have a place and prominence in literature. The work of the grammarian is to deduce his rules for general application for instruction from the words of such masters. While, perhaps, the scientist would be a dull teacher of grammar he would certainly be a good one, for he would apply to it the methods which truly belong to it.

The second line of advance in English is in written work. In subject and in method a radical change has come about in the last dozen years. The point of view of the teacher has changed entirely. It is needless to say a corresponding change in point of view has taken place on the part of the pupils. Written work concerns itself with two things: subject matter and form. The most important of these is the subject matter; thinkers are wanted, not rhetoricians. Composition work is most effectively done when the pupil gains highest development. The formative value of the whole course of study taken by the pupils shows most clearly at this point. The clearness, the reasoning power and the freedom of mind given by scientific study, all make themselves evident in the written work. In this line, as in grammar, the formal or purely intellectual value of English is very great. The formal must not tyrannize over the subject matter. The real purpose of all composition writing is the emancipation of thought. Most careful attention must be paid to expression, but spontaneity and naturalness come first.

This naturalness springs from the acquaintance of the stndent with his subject and the interest he takes in giving expression to his thought and feeling. This leads to the third line of advance in English: literature. Here, perhaps, more has been done in a shorter time, and a greater revolution in matter and method brought about than has ever occurred in any other line of study in equal time. Less than a score of years has seen literature take, perhaps, the most prominent place in the scheme of education in the secondary school. The reasons for this are to be found in the pedagogy of to-day. Perhaps, because of its abiding interest, literature would have won its way without the help of pedagogy, but certainly it has come to its inheritance earlier because educational thought has been directed to it.

Mathematics ministers to the purely formal and coldly intellectual side of the student's nature. In the classics, in the secondary schools at least, little progress is made further than to give a good drill to the memory. Science, even in its most elementary stages, teaches to observe closely and to state accurately; it gives conciseness, clearness, reasoning power and freedom to the mind. Literature comes in for work that is done by none of these. It has to do with a side of the nature that is of more importance still than the pure intellect. Its province is a broader one and its work more important. It comes into the life of a student when he is most susceptible to the genial influences that spring from it. Other lines of study may make him known to others, but it is through literature that he knows himself.

The deep purpose of life is to know one's self. This is possible only as the self is most fully developed. A strong force in the development of self, or rather the real value of the self-developed, is the moral character produced. This moral character is the life of man. From the time of Socrates, many of the wisest and best of teachers have held that the ultimate end of education is this moral character. If this be so, and certainly no thoughtful educator will question it, the really vital question is, What shall be done to give strength and wisdom and experience to the forming character? Just here two schools of educational thought arise. The one holds that the will is controlled through ideas in the mind, that the necessary way to educate the will and develop character is to instil in the pupil right ideas of conduct and life. In a measure the will is a product of these ideas; and the product makes the man. These ideas can be given to the pupil only as his interest can be aroused and his apperceptive powers quickened. To give him something that appeals to his love of sport and adventure, to his vivid imagination and his day dreams, and through this to get into his head certain ideas of right doing, and thus to direct his will, is a loose but fairly correct statement of the aim in view in the use of literature.

But there is a still deeper meaning and reason here. While the day has passed in which certain subjects are used as material for certain kinds of training, yet certain ends are in view in a scheme of education. The intellectual value of science and of grammar as a scientific study has been spoken of, as also the impulse to creative activity in written work as it is given in the best schools of to-day,

and the ethical impulse as affected by literature. There remains the culture value of literature as a fine art. It is the only one of the fine arts available in the schools generally; hence its importance from this point of view can hardly be overestimated. It is to the seat of the emotions, the reason, the deep feeling, that the arts appeal for their justification; and for the satisfaction offered the properly qualified emotional nature is due place accorded to the creation, of the imagination, whether it be painting, music, house or poem. As this part surpasses in excellence that part which knows and acts, inasmuch as through it comes the highest impulses of love, reverence, worship and religion, so that part of our educational scheme which ministers most directly to this is of most value. Beyond question the only subject in our whole realm of school work that has most to do directly with this side of our nature is literature.

The pedagogy of to-day has become conscious of this value as well, hence literature finds a still more important justification of its position in the educational scheme. This last advance is the most noteworthy and is possessed of the most far-reaching results. It goes to the very source of education. The outward form and manifestation will take care of themselves provided the springs of life are pure. It is an easy task to guide and direct and shape the blossoming young life when the impulses that show the expanding life within are pure and noble and beautiful. The leaven of pure English literature will do its work, if only allowed to do so, and we now find in our schools an appreciation of this work, a knowledge of how it is to be done and an earnest attempt to do it well.

The Class in United States History.

W. C. ALLEN, SUPERINTENDENT WAYNESVILLE GRADED SCHOOLS.

At the very beginning of the study of history pupils should be led to ask themselves such questions as the following: What am I? What are my surroundings? How am I related to the world around me? What are the possibilities of my life? If the teacher can produce an inquiry of this kind on the part of the pupil in an indirect way, then the means by which answers can be obtained will be received with interest.

It is not hard to prove to the average class that history affords the means by which these questions may be answered. There must not be, of course, any laborious effort made to exemplify that; for great efforts produce doubt. But it can be shown easily that history is the record of the actions of men in their attempts to adjust themselves to their surroundings and to work out the possibilities of their lives. No directions can be given. That may be done by different teachers in different ways. Relating stories of famous men and women, putting emphasis upon their struggles in behalf of others and the gains and losses made by them in behalf of human liberty and happiness, is one of the good ways of doing this.

So much for the beginning—getting a start in the race. Now for a method by which interest may be kept up after a start has been made.

It is not safe to stick to any one method for any considerable time. Vary the plans of conducting the recitation. Have the class make out topic lists and discuss them in class. Let class recite lesson as a whole, one beginning and telling all about a certain topic, another beginning where he left off, and so on till the lesson is finished. Then put questions, to see if the facts have been understood in their relations.

After the lesson has been recited in that way, call attention to the fact that other books tell still more about those facts, and, if there are other books convenient, tell pupils where to find them. Select the most interesting incidents of the lesson, and assign them to different members of the class for special reference and "reports" for next lesson. They will look up additional information in other books, prepare a little speech, and speak it next day before beginning the regular lesson. Have some one read a poem, or a speech, or a story about some feature of the lesson. Such side lights will sooner or later open the windows of heaven and pour in a flood of light that will make brilliant the world of learning beyong.

When a class has gone through the history, they should never be required to "review" it in the ordinary acceptation of that term. It should be reviewed, but not page by page, or topic by topic. It should be reviewed as a commanding general reviews his army, from some commanding position where the whole, or nearly the whole, can be seen at once—as it were at arm's length.

To exemplify: Make out a list of the important men and women who have helped to make the history of this country, give it to the pupils, and ask two questions about each, namely, Who was

he or she? What did he or she do? Teach the pupils how to handle the index, which all books ought to have, and they will take delight in looking them up.

Then select important events, make a list of them, ask the questions, When? Why? How? What? in regard to each, put it into the hands of your pupils, and watch the result.

Also, review by subjects; that is, have the class make a list of all the wars the country has been engaged in, answering the following questions, When? Why? Who? Result? Likewise all the battles in each war, answering the questions, When? How? Leaders? Result? Treat other subjects the same way, varying the questions to suit the subject.

Enough in a general way. To particularize a little:

As a review of the period of discovery, have pupils make a list of the discoverers and explorers, carefully distinguishing one from the other, and ask the following questions about each: Who was each? What did he discover? To what did it lead? In this way pupils may be lead to see the result of things.

For the period of colonization, require pupils to make a list of the original thirteen states and answer the following questions about each: When? Where? By whom? How?

The history of the colonial troubles with the Indians may be made productive of keen interest and great profit by having the class prepare an outline showing the names of the tribes that gave trouble to each colony, being careful to distinguish the overt act which precipitated the conflict, placing the blame where it belongs. Also guide them in seeing the result of each conflict.

Another review can be made by making a diagram showing presidential administrations with the following facts noted: Limiting dates? Terms? Political party? Principal events? The congresses may be reviewed in the same way, the following questions being answered: Limiting dates? Presiding officers? dominating political party? Important questions discussed?

An important lesson on expansion may be taught in a systematic way, which will be especially interesting this year. Have the class to account for all the territory annexed to the original thirteen states. Let them get firmly fixed in mind the geographical situation, length, breadth, and area of the shoestring that stretched along the Atlantic seaboard at the time of the adoption of the constitution. Then as the years have passed, let them see the string lengthen and widen until the width exceeds the length, and the string becomes a section of a cable.

Make a list of all the territory annexed to the "original thirteen," and have pupils find out the When, the Where, the How, and the Why in regard to each. The list would start with Vermont and end with the Philippines. The idea regarding the style of annexation, which is most American, will be obliged to come forth.

A review of the convention that adopted the Federal Constitution and the adoption of the Constitution itself may be made interesting. The important facts that ought to be impressed are: That the convention that framed the constitution was a meeting of prominent men, sent by the different states as agents, to form a compact, to make a contract, to enter into business relations, so that the states could trade and communicate with each other in a way that would be mutually beneficial and profitable; that this contract should be binding after ratification, only so long as it was mutually agreeable; and that it was never contemplated in the outset to make a nation, but to form a union of independent, indestructible, and co-ordinate states, each to be sovereign and inviolable. The men who formed that convention were not empowered to form a nation. Such a thing had never been contemplated by their constituency. In fact, it was universally desired that each state should retain its sovereignty and complete independence.

In order to bring out these points, have pupils mention states represented and the names of the most prominent delegates; the prime object of the convention—which was not to form a constitution; the first proposition or motion that was made, and how it was accepted and afterward changed; the first plan offered for representation of the states; the second plan, and the compromise; how the constitution was adopted by the states, the opposition in some, and the reason therefor; the three independent republics after Washington became president; the changes asked for by certain states; and the right of withdrawing from the union reserved by others.

The plan outlined as given has been tried and found valuable. Many other devices could be mentioned, but these are quite sufficient to exemplify the method. It is believed that history, properly taught, forms the basis of a broad and liberal culture.

A Discussion of Certain Ideas of School Discipline.

J. D. EGGLESTON, JR., SUPERINTENDENT ASHEVILLE CITY SCHOOLS.

The subject of School Discipline is too broad to discuss here in all its phases. Only the moral training in the school-room can be considered in this paper. My apology for discussing so hackneyed a subject is that I am convinced that our schools are in danger of being flooded with certain ideas which I believe to be not only subversive of the moral well-being of our children, but, as a natural consequence, positively vicious in their mental and moral results.

The subject will be considered under three heads: I. Corporal Punishment. II. License vs. the Law of Liberty. III. Spontaneity and Prescription.

I. CORPORAL PUNISHMENT.

It is a condition as well as a theory that confronts every teacher, and the condition is as difficult as it is grave. Here is the problem: Given a certain set of conditions and a certain set of theories. Mold from the two a strong character in the infinite possibility which sits before you in the shape of a boy or girl. Must the condition be made to fit the theory, or the theory be made to fit the condition—or what must be done if the two clash? For example: A teacher came to me and said that one of her boys had spoken to her in rude words and in a very impertinent manner. She was justly incensed and believed it would be best if I would punish him severely. I asked if the boy had ever been guilty of such conduct toward her before this, and what his general reputation had been in the school-room. She replied that he did quite well for a time, but was impulsive and quick to resent what he deemed an injustice, lost his temper and was then hard to manage. The next day, after school, he was sent up to my office at my request, and when he entered the room defiance was written all over his face. I found that he thought, at first blush, that the teacher had interfered where he thought she had no right. I soon brought him to admit that this was no excuse for an exhibition of rudeness and impertinence. We talked the matter over quietly—or at least I did,—he soon being so excited as to be in tears of anger. Finally I asked him if his mother was living, and finding that she was and that she had a warm interest in him, I put this question to him: "Suppose she were teaching school and you had heard some boy speak to her as you did to Miss ———, how would you have liked it?" He squirmed, but I pressed the question and he admitted, glumly, that he would not have liked it. It was comparatively easy then to come to the point as to what a manly boy ought to do. His first answer to this question rather surprised me—"I suppose I'll do what you make me do." But I felt that I now had very plain sailing and so I threw myself on his generosity and at the same time threw him on mine. I told him that I did not wish to make him do anything, I wished him to do what a little man ought to do; and I asked him to go into the next room and think the matter over and then come back and tell me what he honestly thought he ought to do. Becoming absorbed in my work I was really startled a few minutes later when I heard a voice at my side say, "I think I ought to ask Miss ———'s pardon, Mr. Eggleston." Turning quickly, I said, "And what are you going to do?" "I am going to ask it," he answered; and the next time I saw the teacher she told me that, to her great surprise, he had come to her the next morning and asked her forgiveness for his misconduct and had done it in a manly way. She was glad I had not whipped him.

This would not work with every child. His conduct would depend to a large extent on his temperament, his age, and his environment. *The question of discipline is a question of the individual child*—a fact which should never be forgotten.

The same road cannot be travelled with all, as we well know, although we must reach the same goal. In this case, from the teacher's standpoint, the condition was there—a boy who had done wrong; the theory was there—the boy should be severely punished. Here the theory had to be readjusted, for it was the wrong theory so far as this boy was concerned. From the boy's standpoint the condition was there—the teacher had, in his opinion, transcended her rights; the theory was there—the matter should be left as it was, and he would do nothing unless forced to. But the boy's condition was wrong, and his theory was wrong. The whole matter needed readjustment, and he did the re-adjusting.

Another example: The condition, a boy about 15, spoiled by his father and dreaded by his stepmother; accustomed to rule his home and do just as he pleased; a boy of good impulses but surely going to ruin; lazy in his studies and exceedingly careless in his behavior; and above the average in brain power. When I opened the school as Principal—not yet 21 years old—I found that both the

boys and parents had practically run every teacher away from the place except one, and he had gone into another profession. This was the condition, and here was my theory: To get Sam to like me personally and to look up to me, and gradually to win him to study better and to behave better. I can say with a clear conscience that I did my utmost to carry out my part of the contract. But, though Sam liked me as long as it did not interfere with his selfishness, he would not study and he would not behave himself. The theory and the condition clashed; must I throw one of them away? To throw away the condition meant to expel the boy, to turn him on the street, the place of all others that was fast leading him to the devil. The possibilities in this boy were above the average, and I wanted to save him. Then, I must throw away the theory, for I had exhausted every means that ingenuity could devise to save the boy by pleasant kindness. I finally concluded to try unpleasant kindness, and called him to my desk one day at recess and told him just the state of affairs—he was lazy, was not studying. I had tried to make the lessons interesting, had failed; had tried to arouse his ambition, and had failed in that. Moreover, his behavior was not the best, by any means. He was too sharp to go beyond a certain line, and I would adopt this plan: I would add up fractions against him. When he behaved these would be dimished; when these fractions reached a whole number I was going to thrash him, and make the thrashing a very thorough one. Sam did not seem to grasp the situation. He looked half amused, half serious, and in three days the whole number had been reached. I suppose the boy had never had a whipping, and, of course, demurred that afternoon when I informed him that I was going to keep my word. Fortunately for him, he had the good sense to submit, and I gave him a severe thrashing —not a brutal one, of course—for I may say here that every whipping is more or less severe, but not every whipping is brutal. Now, according to the theory of some teachers and parents, this act was radically wrong, for they declare emphatically that a whipping under any conditions is wrong anywhere; while others say that whipping at school should be abolished. In this particular instance, it may be said, that all other means had not been exhausted to save this boy. Granted. A patient lies at the point of death with appendicitis. One of the physicians declares that only an operation will save him. The two consulting physicians assert that an operation will kill him. The man dies without the operation. Draw an unbiased conclusion from this.

This case seemed to me to have reached a desperate stage and to need a desperate remedy to effect a cure. When this boy came under my treatment he was in a bad way. I do not deny that milder remedies might have availed earlier in life; nor do I deny that some other remedy might have cured him then. But I was confronted with a serious condition and I applied the remedy not because I wished to inflict pain, but because I wished to save the patient. Several years later this boy sent his kindest remembrances to me by one of his former classmates and told him that that whipping had been a turning-point in his life and had helped to make a man of him. To-day he is a successful lawyer. Yet this remedy would not always work in a case of this kind.

Another case: A large boy's will and mine clashed. The offense was so serious that I felt compelled to give him the choice between a thrashing and expulsion. He was an orphan boy, and his older sister with whom he lived had little control over him. He refused to submit to a whipping and left. I told him he could return whenever he would take his punishment, and urged him to take it and remain in school. In a week he came to me and asked to be readmitted without the whipping. I refused to recede from my position, and again urged him to come to school the next morning, take the whipping, stay at school and make a man of himself. He left without promising, but the next morning, to my great joy, he was in his seat in school. That afternoon I called him forward to my desk, told him I was very glad that he had decided to return, and asked him if he was ready to take the whipping. He said he would take it, if I would stop when he thought he had enough. I refused to proceed unless I might be the absolute judge of this; and told him he could go to my office, take off his coat and submit, or he could leave school, and the case would be closed finally then. I impressed on him the sin he would commit against himself if he cut himself off from the privileges of school. He stood in front of me for about three minutes, evidently in a big battle with himself, then went into the office. I waited a minute or two, then walked in, whip in hand, and found him withh is coat off. "Are you ready to take this whipping?" I asked him. "Yes, sir," he replied. "Well," I said, "you have gained a great victory over yourself. You

have submitted to authority. You have done the manly thing, and now I am going to do the manly thing and not whip you," and I shook hands with him and the case was closed. Was I wrong in demanding such submission? Was he wrong in submitting? Was I wrong in being generous after he had fought out this terrible battle with himself and conquered? His whole attitude in the school-room since that event, which occurred last session, has been gratifyingly different.

I am frank to say that I have no words to express the wretchedness and pain it gives me to whip a child. To give pain is not pleasant, and when to this is added the question in one's mind whether it will accomplish the desired end, it becomes doubly painful. It is very unfashionable in some quarters to defend the necessity of corporal punishment in the schools. It takes positive moral courage to face that superior air that too often greets one in the words and general attitude of those who, when told that corporal punishment is permitted, at once assume that such schools are slaughter-pens, where for every offense the culprit is hauled up and maltreated. My position on the subject is this: A whipping should not be given in school without the consent of the father of the boy, and then it should be given only by the principal of the building or by the superintendent. Again, a whipping should not be given until every resource is exhausted to manage the case properly without it. In these efforts to have the boy do the right thing, there should be the careful coöperation of the teacher, principal or supervisor, and parent. In other words, the whipping should be the last resort before expulsion. Again, if the whipping can be given at home and accomplish the result desired, it should be given there. Again, there are a few cases where it is better for the school authorities to ask the parent to withdraw the child rather than whip him, even if the parent requests that the punishment be given.

A case arises where every resource at the command of teacher, the principal, and the supervisor has been tried with no effect. What is to be done? The boy is hindering the work of forty other children in the room. These have their rights. They come to school to study—shall they be prevented from so doing by the disorder of one or two? "Try to reach the boy by kindness," says some one. This has been tried with all the energy, interest, and ability possible. In fact, he has been treated with great patience and consideration. "Interest him," says another. Yes, that's good advice and has been tried earnestly, but has failed for some reason. Let me say just here that this is one of the best methods of solving the problem of order in the school-room and of regular attendance at school. The difference between good order and bad order is sometimes the difference between the teacher and the recitation-hearer. A few children will behave under any circumstances; most of them will behave when interested in their work and kept busy; a very few will not behave unless they see that law-breaking is certainly followed by law-mending. "Put him in a reformatory," says a kind adviser. But there isn't any reformatory available in this state that I know of, and this boy is in North Carolina just now. "Well, send him home, then." But we teachers happen to know that his home is not a good home, or that he is allowed to run the streets and learn vice—what then? To send him home makes us tremble for his future; to send him home sometimes means to send him to the devil? The increasing lack of training in our homes here in the United States appalls me, and the logical result of this lack is a contempt for law, a substitution of license for liberty, and a restiveness under any restraining authority. I do not believe that I exaggerate the evil one whit. Washington Gladden says, "I should say that the later product of of civilization is distinctly less amenable to law and order, to wise and just control, than the earlier specimens." And again, "That there has been a retrograde movement in this respect few will deny. The boy of fifty years ago venerated authority; the boy of to-day venerates nothing, unless it be his athletic heroes."

It is useless to cry out that a whipping would not do this boy any good. I grant that it may not, I am not prepared to say that it will not, Is it not worth the trial before "sending him home?" Suppose the fear of the rod has a deterrent effect on him? His brutal self has the ascendency over his better self; and that brutal self fears pain. Is it not possible that he may behave under fear until the habit of behaving, or trying to do right, begins to grow, or until he sees from good conduct a good conscience follow, or until that better self sees that the teacher has an interest in him, and his ambition and desire for the approbation of the teacher are aroused? He would be a bold man who would assert that such cases do not exist. I can point out children who were kept in school under just these conditions and who have grown towards the

right to such an extent that there is not the slightest need of the rod in their cases now; some still struggling with their bad selves; others with the better self now in the ascendency. Dr. Coan says that "a switch in time saves nine."

One of the arguments advanced against corporal punishment is that a child may be whipped unjustly, and that any rule that would work such a wrong ought to be abolished. Let us apply this reasoning to the state: People are sometimes put into the penitentiary when innocent. Therefore abolish any law that would send a man to the penitentiary. Let us apply it to the home: Parents have been known to whip their children unjustly. Therefore abolish whipping from the home. Children have been known to be punished unjustly by other means. Therefore abolish all these other means from the home.

Another argument advanced is that all the "best" schools have abolished corporal punishment. Now, in the first place, the term "best schools" is very attractive—also very deceptive. It reminds one of the platitudinous expression of the infidel, "No intelligent man to-day believes in the Bible." It all depends on the point of view. If by "best schools" it is meant that those schools that have abolished corporal punishment are the "best schools," the position reminds one of Abraham Lincoln, when asked what he thought of a certain thing, replying that for those that liked that sort of thing he supposed it was just the sort of thing they liked. I am not arguing that good order and good management and good schools are dependent on corporal punishment. They are not necessarily. But we will not be caught by a fine phrase. Our mission in the school-room is to strengthen character, to encourage good impulses and emotions in the children to grow into actions and habits; and when we see a boy on the down-grade, the one aim of us all is to *save him*; and I object to any theory, however beautiful, that would cause that boy to land in the gutter, however strongly I may object to making whipping the punishment for every trivial offense. There is no reason for going to either extreme. I would rather send a child of mine to a teacher who uses the rod too freely, than to send him to a teacher who is a moral jelly-fish and permeated with a maudlin sentimentality that is a moral disease. Dr. Dewey has said nothing truer than that, "next to deadness and dullness, formalism and routine, our education is threatened with no greater evil than sentimentalism."

I have discussed this phase of school discipline at such great length not only because it has seemed to me a very important phase in itself, but because the arguments used against it when carried to their logical conclusion, are subversive of all law and order where the element of force must be used; and he would be a bold man who would advocate the abolition of this element in the present state of society. It seems to me *sheer madness*, in school and out of it.

The Purpose of the Public Schools.

C. S. COLER, SUPERINTENDENT CONCORD GRADED SCHOOLS.

Canon Farrar, in discussing the things that were most influential in shaping his character and in determining his life work, mentions first his mother, and secondly the school that he attended when he was a boy.

Four ideas are presented here, the noble character, the useful life, the faithful mother, and the effective school.

Education must be tested (1) by Character, or what it does for the individual; (2) by Utility, or what it enables the individual to do for others.

The public school idea was almost twin-born with our idea of liberty and republican institutions. Washington and Jefferson were quick to see the relation of education to government. A monarchy may flourish and endure without public education, but ignorance of the masses is death to a republic.

History has recorded but few lines of greater importance than those of the "Ordinance of 1787," relative to the North West Territory, and which reads:

"Religion, morality and knowledge being necessary to good government and to the happiness of mankind, schools and the means of education shall forever be encouraged."

BETTER CITIZENSHIP.

One purpose of public schools is better citizenship. States, cities, and nations, all realizing that education is better and cheaper than reformation, spend millions of dollars every year for schools, colleges, and other means of diffusing knowledge among the masses of the people.

There is a golden mean between communism and individual interest. Our mails are delivered cheaper and more effectively under the management of the government than they could possibly be if left to individuals.

Public schools are not designed to interfere with private schools, and there is a work for public schools that private schools can never do. Nor is the public school designed to break down individuality and bring all pupils to the same level. Its purpose is to elevate, to teach and to emphasize those things that every citizen should know. The education which is designed to broaden the mind and fit men and women for the best citizenship recognizes no local or secular distinctions. It knows no Methodist arithmetic, no Presbyterian science, no Quaker grammar. It recognizes no distinctly Southern geography, Eastern industries, Northern methods, nor Western ways. It looks out over a broader horizon than any that is bounded by local customs and personal prejudices. Its motto is to prove all things, hold fast to the best. As Horace Man has well said: "In a social and political sense, ours is a free school system. It knows no distinction of rich and poor, of bond and free, or between those who, in the perfect light of this world, are seeking, through different avenues, to reach the gate of heaven. Without money and without price, it throws open its doors, and spreads the table of its bounty for all the children of the state. Like the sun, it shines not only upon the good, but upon the evil, that they may become good; and like the rain, its blessings descend not only upon the just, but upon the unjust, that their injustice may depart from them, and be known no more."

LIFE WORK.

Another purpose of public schools is, in so far as is possible, to fit the child for some useful life work.

This the teacher can do, (1) By disciplining the mind and training the child to close application in whatever work is to be done; (2) By practical information carefully instilled into the minds of his pupils till it is at last assimilated and made a part of character; (3) By emphasizing *expression*, so that the child may not only know, but may also be able to express what he knows; (4) By teaching the child to appreciate as he should the opportunities and advantages that are everywhere about him; (5) By inspiring his pupils with the idea of doing something and of being something in the world.

This power of inspiring young people is a great virtue in a teacher. You and I can look back and recall more than one teacher whose "chill petu- froze the genial current of the soul."

But we count that teacher as above all others who awakened in our minds and hearts a burning desire and fixed determination to make something of ourselves, no matter how much time or labor it might cost us to do it.

Desire is one of the greatest things in the world. Hungering and thirsting after knowledge is what makes the scholar. Hungering and thirsting after virtue is what makes the saint. Hungering and thirsting after noble actions is what makes the hero and the reformer.

Desire leads to determination. Determination leads to purpose. Purpose leads to success.

Education in the Old South and in the New.*

JOHN W. ABERCROMBIE, SUPERINTENDENT OF EDUCATION OF ALABAMA.

There are people who object to the terms "Old South" and "New South," but there was an old South and there is a new South. There was a South of aristocracy and bondage. That South, which was bounded by sectional lines once traced in fratricidal blood no longer exists. It has gone to come no more. We would not recall it if we could. We rejoice that it no longer lives save on the page of history. There is a South, free and loyal—industrious, progressive, prosperous—a new South, the fairest region on the globe, the idol of her people, the pride of all Americans, and the admiration of the world.

Of the educational conditions that existed in the old South, few people have a correct knowledge. It is generally thought that we have always occupied in educational matters a conspicuously subordinate position when compared with that section of the country commonly termed the North; but this is an erroneous notion, especially is it untrue in reference to higher education. At the beginning of the war between the states, in 1861, only one-third of the citizenship of the United States belonged to the South. The South excelled the North in the number of colleges and college professors, equalled her in the number of students enrolled in academies and colleges and universities, and approximated her in the amount of money expended for higher education.

The war between the states not only devastated the South in the slaughter of men and in the destruction of property, but it greatly retarded her

* Paper read before the Southern Educational Association, Memphis, Tenn., December 29, 1899.

advancement along the line of higher education. In many instances buildings were demolished and institutions were destroyed. At the close of that momentous struggle, which caused the very foundations of our national structure to tremble in their places, it was necessary for the people of the South to begin anew the work of education in every department. Since that time rapid and wonderful progress has been made, the enrollment in higher institutions has increased more than 400 per cent., and there are to-day over 40,000 pupils in those institutions.

The work of the higher institutions speaks for itself. Since the beginning of our national career men and women educated in Southern institutions have taken equal rank with their fellows from other sections in every vocation and avocation. In war and in peace, Southern valor snd Southern thought have led the van. In each of the states of the South are found colleges and universities supported in whole or in part by state aid, and in the fields of science, art, literature, education and statesmanship their pupils have not been excelled.

The old South neglected technical skill, but within the past two decades great advancement has been made in that direction. Industrial training is given a place in many institutions, public, and private, industrial and denominational. Special appropriations are made for the purpose of establishing and maintaining technical schools. The history of such training in England, Germany, Switzerland and other countries furnishes conclusive proof that it is an American necessity. It is especially a Southern necessity. The South is naturally superior to European countries in intelligence and productiveness, but along with culture should come training; not only cultivated minds, but trained hands do we need.

The old South did not awaken to a realization of the truth that industrial trades are as respectable as business and professional callings, that the one requires as high a degree of ability as the other, and that if, as individuals or as a people, we would surpass our competitors in skilfulness, we must possess superior skill. The new South stands for that doctrine, and realizes that an education of the eye to see, a training of the hand to do, a teaching of the mind to think, a discipline of the will to execute, is absolutely essential to progress and prosperity in this age of industrial development.

Institutions for the purpose of teaching scientific agriculture were unknown to the old South. Now every Southern State makes provision for such training. Successful farming is no longer considered possible without a knowledge of chemistry and the nature of soils. Under the influence of the application of science to agricultural pursuits, farms are being decreased in size, the lands are passing into the possession of a greater number of people, crops are being diversified, waste places are being reclaimed, supplies are being raised at home, the volume of exports is being increased, the balance of trade is being transferred, and we are entering upon an era of unexampled progress.

We have a large number of private and denominational colleges not under state control that rank with similar institutions in other sections. They have contributed in a great measure to the dissemination of learning.

In the matter of common schools the old South did not keep pace with the North. After the war came the disastrously destructive reign of the carpet-bagger, the pernicious influences of whose sojourn among us are still visible and burdensome in the millions of bonded indebtedness which hangs over most of the Southern States. Confronted with unsolved problems and threatening dangers, the roar of arms and the tramp of troops had scarcely died away when the South, poverty-stricken and despondent, entered upon the work of rehabilitation. As the work of destruction was complete, the effort to reconstruct was necessarily all the greater. Right heroically has the task been performed, and in no respect has the South's growth been more rapid and more remarkable than in the development of common school systems. Universal education at governmental expense is now a well-established Southern doctrine.

Common school systems have been established in every Southern State. Notwithstanding almost all the taxes are paid by the whites, liberal appropriations are made by every Southern state for the education of all the children, without regard to race, color or previous conditions of servitude. In 1877 the amount of money expended for educational purposes was $11,250,000, or 66 cents per capita of population; in 1887 the amount was $21,000,000, or 98 cents per capita; in 1897 the amount was $31,000,000, or $1.23 per capita. In twenty-five years the amount invested in school property has increased more than 300 per cent., and it is estimated that we now have $60,000,000 invested in such property.

A menace to society, an obstacle to advance-

ment, a hindrance to learning and the adversary of sectional reconciliation, arises the race problem, and casts a shadow of gloom over the fairest domain on this earth. From the porticos of high heaven angels of peace and love watch with fear and trembling the process of the solution of this most important problem. We believe that a correct solution of the race problem lies in a proper education of the people—all the people,—and we are taxing ourselves heavily for the purposes of free popular education.

The progress which the new South is making in educational affairs is as rapid and marvelous as that which she is making along industrial and commercial lines.

Is the Denominator of a Fraction Ever Used?

E. A. BROOKS, PRINCIPAL KINSTON GRADED SCHOOL.

The rule universally accepted for the multiplication of fractions is, "Find the product of the numerators for a new numerator, and of the denominators for a new denominator." Again, we find the rule for division of fractions, "Invert the terms of the divisor and proceed as in multiplication of fractions." It was in regard to this last rule that a member of the fifth grade asked, "Why do we invert and multiply the numerators together, then the denominators together?" From this question a discussion arose, and, out of the discussion, the question, "Is the denominator of a fraction ever used?"

A fraction is the expression of division, and division is only another method of subtraction. It is from this point that I begin in order to get the meaning of both the numerator and the denominator.

Given a line 15 inches long and another line 3 inches long to find how many times the shorter can be taken from the longer. Now, it is necessary to measure the entire length before the value of the first part in relation to the whole can be determined. After the measurement has been completed we find that the measure has been counted five times in the process, or the enumeration requires five acts, or the *numerator* is five. Now if, we want to know the value of one of the parts, we say it is one of the 5 of the numerator, or one part is denominated one-fifth. From this the conclusion is drawn that the denominator always represents or names or denominates one part of the numerator, and is derived from the numerator. We can have no denominator until the numerator is known, or, in other words, until the whole has been taken so many times.

It is quite true in the example given above that when we measure off the first three inches that measure is one-fifth, even though we have not measured the whole. We find this to be true after the measure of the whole has been taken; but that same measure is not always one-fifth. That measure will always be three inches; but it will not always be one fifth. For instance, make the line 18 inches long, and immediately the three inches changes its denomination, although its value is the same as before. Then what is the denominator? Not the three inches, but the relation that the three inches bears to the whole number of parts or measurements,—which must,of necessity,follow the numerator and take its name, or size, or relation from it.

Now, do we use this denominator in our work? Take the example, $\frac{3}{5}$ of 15. The $\frac{3}{5}$ shows that the given number has been divided into five parts, and three of them must be taken. The *fifth* is simply the name of one of the parts, of which *five* is the the whole. Then $\frac{5}{5}=15$; or *five* of the *fifths* make up the number 15. Then one of these parts or *one fifth* would be fifteen divided by five or $\frac{1}{5}$ of $15=3$. We divided here as you see by the numerator, five; and not by the denominator, *fifth*. If $\frac{1}{5}=3$, then $\frac{3}{5}=9$. Still we haven't used the denominator.

Again: $\frac{3}{5}$ of a number is 9, what is the number?

$\frac{3}{5}$ of number $= 9$.
$\frac{1}{5}$ of number $= 3$.
$\frac{5}{5}$ of number $= 15$.

Still we haven't used the denominator in the work; and every time the figure 5 has been used it was *five* and not *fifth* that was employed; and it was learned from the beginning that five is the numerator, and from this five we got the *fifth* as a name of one of the parts of the five.

Take the fractions $\frac{3}{5}$ of $\frac{3}{4}$. This shows that the fraction $\frac{3}{4}$ has been divided into five parts. Then, $\frac{5}{5}=\frac{3}{4}$, or $\frac{1}{5}=\frac{3}{4}=\frac{3}{20}$, and $\frac{3}{5}=\frac{3}{20}\times 3=\frac{9}{20}$. Again $\frac{3}{5}$ of a number$=\frac{9}{20}$; $\frac{1}{5}=\frac{\frac{9}{20}}{3}=\frac{9}{60}$, and $\frac{5}{5}=\frac{9}{60}\times 5=\frac{45}{60}=\frac{3}{4}$. Still we haven't used the denominator. The numerator changes at every step, but the denominator has remained throughout, and in no place has the term *fifth* been used,—its office being to accompany the work and to show the value of each part as related to the whole.

The rules for multiplication and division of fractions are shorthand methods, and serve their pur-

pose. The rule is the concept; but can it be understood intelligently unless it is known how the rule was reached? In this paper I have attempted to explain the work that lies behind the rule; to show the use of the numerator and of the denominator, to show that we multiply by *five* or divide by *five*, but that we do not multiply by *fifth*, nor divide by *fifth*. The former is the numerator, the latter is the denominator. This being true, the denominator has only a nominal use.

Where Buncombe's Fund for a School Term of Seven Months Comes From.*

PROF. P. P. CLAXTON, EDITOR NORTH CAROLINA JOURNAL OF EDUCATION,

DEAR SIR:—In response to your kind letter of the 16th., received only this morning, I hasten to reply to the question asked, "Where do you get the money to run the schools of your county 6.79 months?"

To tell all about it would possibly take up too much of your valuable space, and, of neccssity, I must leave out methods and stick to positive facts. The best evidence that the schools of Buncombe will go on for the period stated, exists in the fact that they have already gone on for five months, the teachers have been paid, the money belonging to the prescnt scholastic year is all in hand to pay for the remainder of the term after New-year. The schools of Buncombe in the past have only reached a term of four months, and that only at intervals. There has been an entire want of uniformity in length of term from year to year. To the writer for over twenty years this has been a subject of close study,—that is, to find out the reason why, with such resources, this irregularity and variation of length of term should exist, and that without any apparent permanent increase in length.

This investigation developed so many opposing causes to progress and permanence of improvement that hope of reform seemed hardly to be thought of. Induced by my intense desire to solve this problem, and thereby, if possible, to some extent, if not entirely, break down these barriers to public school progress, I, early in last March, agreed to accept the position of County Superintendent of Buncombe county. The greatest and most prominent barrier that I felt restraining me was the political influences interfering with the conduct of the public school system. These I determined to ignore utterly, the Board of Directors of Education unanimously endorsing me, and, in carrying on the schools, strictly and closely to observe the law, and execute it to the letter. In doing this, I yielded favors to none, but required strict observance of the law in every department of my office. This course raised many a storm about me, but; as with other storm disturbances, the atmospherc was only the clearer after they had passed by.

The next problem facing me was the reason why, with such resources, the length of term should be so brief and so variable. Investigation, as far back as the limited data gave me power to go, developed the fact that a reckless system of expenditure, and a much-to-be-regretted neglect of official duties were the great causes that repressed educational resources, and to some extent converted the system into a political machine. I determined to make my first reform in carrying out what I thought the first and greatest duty of the office,—to look after the "Ways and Means" department,—and turned my attention at once to the various resources of the system under the Constitution, and as provided in the various legislative enactments. I found that I was charged on all sides with treading on ground where I had no rights. "No one else as Superintendent has dared to do this." "You will render yourself and the system unpopular and accomplish nothing." Satisfied that I was only doing my duty, I held on and soon found that I had before me a hitherto neglected field from which to gather resources, in the "fines and forfeitures," which I hope yet so to develop that it will yield much larger returns. This is one small increase of revenue I have used, small as yet, but growing every month. Upon investigation at the Treasurer's office, I found that, for many years, under the old County Commissioner system of managing the schools, an indebtedness of $9,000 had existed,—the accretion of years. This had been used only for political purposes, and no party had been bold enough to levy a tax to pay it. I suggested to the County Commissioners a plan of settlement which they readily accepted, and now I hold in hand that sum, equally divided between this and next year, and readily available for use.

My next investigation was directed to the facts that, while, apparently, large enough sums had been apportioned from year to year, for several years, varying very little in amount, yet at no time had two-thirds of that amount been used in conducting schools, and that, while the amounts were so near the same each year, there was a variation in length of school term of from 2.9 months to 4.13 months, the highest yet known. Closer investigation showed that un-accounted-for expenditures under the existing methods caused this variation in the length in terms, suggesting at once the necessity of adopting some method to check this great and useless waste of school money by reckless and unnecessary expenditures. The apportionment for schools for 1898-99 was $16,-702.24, of which only $12,025.73 was used for education, while $4,676.51 went for miscellaneous expenditures. In addition to this, $1,316.71 of the funds properly belonging to the school year 1899-00 was used for unaccounted-for expenditures, making a total expenditure of $5,993.22 for other purposes than education. As an experiment, I requested the Directors to apportion money for a school term of five months, and then to put the entire control of other expenditures in my hands, placing a fund of $5,993.22 to be used for this purpose. During the first six months there have been built in the county three new school houses, three others have been finished, every one repaired that needed it, 53 fine heaters put in, a large number of houses painted, and over two hundred new seats made. The expenditures for these and other miscellanies have been $1,364.82 against $5,993.22, leaving a clear balance of $4,628 40.

* This letter, written in reply to a request of the editor, was received too late for use in December, and was crowded out of the January JOURNAL by the matter from the holiday meetings. Since it was written the reports of Superintendent Venable and the School Directors, of Buncombe, verify the statements contained in it. See brief editorial notice in January JOURNAL —ED.

I think that your question has been answered fully, yet as briefly as could be done intelligibly; and I think you can readily see how, with an apportionment that gave only five months of school with a salary list of a little more than $3300.00 per month, I have easily provided money for seven months of school, and have a surplus left.

I have done only what could have been done in the past, and can be done in the future, by any Superintendent of County Schools who enters the office with a determination to do his entire duty under the law, and with the ability to carry that determination into effect. When the time comes when superintendents are selected for their fitness and are impelled by a desire to do their whole duty, then, even with the limited resources of the counties of our state, we will have the means both to pay better salaries and to have longer terms of school. Did space permit, I would like to allude to the apparent want of comprehension on the part of the public of the real duties of the County Superintendent, and to suggest some changes in the law, that are requisite to define them more fully and distinctly, so as to develop more fully the usefulness of the superintendent. With your permission I may call attention to these defects at some future time.

Very truly yours,

S. F. VENABLE,

Co. Supt. Public Schools of Buncombe County.

Asheville, N. C., Dec. 20, 1899.

Education and the Laboring Classes.*

HON. J. L. M. CURRY, GENERAL AGENT OF PEABODY FUND.

How important it is that those whose lot it is to labor and to earn their daily bread by the sweat of their brow should be able and inclined to recruit their exhausted strength by healthy literature, by good books, by stimulating and intelligent conversation! Productive labor is the true foundation of wealth. Many learned professions—the law, medicine, ministry, teaching—are of incalculable advantage to society, to civilization, to the laboring classes, but the lawyer, the preacher, the teacher, as such, within the sphere of his profession, produces nothing, adds no material product to wealth, to accumulated property, digs no ore, saws no lumber, plows no field.

It goes without saying, that human labor, apart or distinguished from merely physical use of powers, is the labor of the mind, and is useful and profitable in proportion to the intelligence and efficiency of the partnership between the mind and the body. For right success, a constant, unceasing exertion of intelligence is necessary. No brute, no idiot, can be trained to the simplest processes, for mind dominates continuous and efficient work. Some processes, like many modern discoveries, may be almost entirely mental, but they are profitless until applied to practical life. Some kinds of labor require higher intelligence than others, and the rewards, wages, profits, can be measured largely by the kind and character of the skill and intelligence. Here comes in the necessity of education to develop, train, discipline the mental powers, to insure intelligence and knowledge. Besides the ordinary functions of the school in teaching rudiments, in placing the pupil in communication with the world, reinforcing the individual by the life of the species, there is imperative need for the addition of a course of instruction which shall fit men for every-day life.

Our improved ideas of democracy and Christianity have enlarged the sphere of personal and collective duty, and we begin to recognize that in our systems of free government every human being has an inalienable right to the fullest development of his moral and mental nature. While the general strengthening of the capacities of the mind is never to be neglected, there are other faculties besides thinking, speaking, writing; and there has grown up a marked dissatisfaction with the older methods of education, and a consequent demand that public education, at least our systems of state-supported schools, should be made more practical, better fitted for the needs of human life. Besides extension of laboratory method in the study of science, there has been in many cities and towns and in hundreds of public schools such a transformation in the methods of instruction as to make education less exclusively academic and more in conformity with industrial needs. We have agricultural colleges, schools of technology and applied science, trade schools and manual training.

The fundamental, underlying duty of a commonwealth is to prepare the individual "for reciprocal union with society, so that he can help his fellowmen and in return receive and appropriate their help." The function of the public school as a state institution is to prepare for citizenship, promote individual and general prosperity, and save the commonwealth. The "laboring classes" will be forgetful of, indifferent to, their highest duties as parents, as citizens, as productive laborers, if they fail to give, not captious, ignorant criticism, but intelligent and continuous support to free public education. Without this agency 95 per cent of our youth would grow up in illiteracy. Nothing is more demonstrable than the connection between general

* Condensed From Educational Exchange.

education and material prosperity. Because of the superior education of her people, Massachusetts leads all the states in wealth-producing power. Her daily wealth-producing power is 73 cents; in the nation at large, only 40 cents. Schools are her best investments, returning the largest percentage. Hence, it will be found that foreign nations are educating skilled labor, to give victory in the warfare of industry.

As a sequence of skilled labor, there will be increased productive industries, better wages, steady employment, more contentment, higher estimate of manhood, and a lack of disposition to nurse imaginary troubles and engage in strifes and conspiracies. An ignorant, lazy, thriftless, poor *canaille* is ready for brutish appetites, for the mean and selfish schemes of the agitator and demagogue, for bitter hostilities to those who have more of the means of comfortable living. Difficult as may be the problem which rests like a dark pall on the future of the country, as produced by the presence and competition and perils of 8,000,000 negroes, there is no more hopeful solution under Christian and wise teachings than some adequate scheme which will secure copartnership of hand and brain, and open avenues of wealth and highest respectability to the laboring classes.

No class of citizens are more vitally and personally interested in free schools than laborers. My earnest advice would be not to let the question be shoved aside nor shelved by those who have control of the subject. Emerson said, "We shall one day learn to supersede politics by education." Candidates and political parties try to cover over in ambiguous phrase their lack of interest in schools, or postpone to a more convenient season.

Do not vote for any one, whatever may be the supposed party necessities, who does not commit himself unequivocally and definitely to a six months' session of schools from public revenues, to local taxation, to a divorce of education from politics, and to an abandonment of that stupid policy of turning out a state or city superintendent at the expiration of two or four years, when he has acquired knowledge, experience and competency, on the suicidal ground of rotation in office, or to reward some hungry partisan.

CHOICE BOOKS FOR COMMON SCHOOLS

A MODEL SERIES

Baldwin's School Readers
Rice's Rational Spelling Book
Part I, $ .15; Part II, $ .20
Patterson's American Word Book .25
Natural Geographies
Elementary, $ .60; Advanced, 1.25
Lyte's Language Series
Elements of English, $ .35; Elements of Grammar and Composition, $ .50; Advanced Grammar and Composition, .75
Milne's Arithmetics
Elements, $ .30; Standard .65
Milne's Grammar School Algebra .50
McMaster's School History of the United States 1.00
Natural Course in Music: Seven Books and Charts
Short Course: Two Books
Barnes's National Vertical Penmanship
Eight Books, per dozen, .75
Charts
Overton's Applied Physiology
Primary, $ .30; Intermediate, $ .50; Advanced .80

NEW BOOKS

Stewart-Coe's First Days in School	$ .25
The Baldwin Primer	.30
Powell and Connolly's Rational Grammar of the English Language	.60
Carpenter's Geographical Reader — South America	.60
Dickens's Tale of Two Cities (Kirk)	.50
Mathews's Songs of All Lands	.50
McCaskey's Favorite Songs and Hymns	.80
Persons's Our Country in Poem and Prose	.50
Pyle's Prose and Verse for Children	.40
Scott's Talisman (Dewey)	.50
Blaisdell's First Steps with American and British Authors	.90
Bacon's New French Course	1.00
Milue's Plane and Solid Geometry	1.25
Colby's Outlines of General History	1.50
Campbell's Observational Geometry	.80
Forman's First Greek Book	1.20
Hill's Foundations of Rhetoric	1.00
Johnson's Elements of Literary Criticism	.80

Copies sent postpaid to any address on receipt of price

AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA PORTLAND, ORE.

Shorthand—Its Value as an Educator.

E. J. FORNEY, NORTH CAROLINA STATE NORMAL AND INDUSTRIAL COLLEGE.

What system of shorthand would you recommend? This question is probably asked more than any other in connection with this subject. Mr. Robert F. Rose, who is perhaps the best known convention reporter in this country, answering this question a few days ago, said that, while he was a teacher and an interested party, this might seem to be an unfair question to ask him; but without stating what system he wrote, he advised every student to take up one of the systems based on Pitman—Isaac Pitman, Ben Pitman, Graham, or Munson, or some other branch of the Pitman family—which had been tried and found practical; that, if they would go to a shorthand reporter of recognized ability in the community and ascertain what system he was using, in nine cases out of ten they would find it to be one of the systems mentioned; and that he had yet to meet a reporter writing practical shorthand who did not use one of these systems.

Having decided upon a practical system, the next question to be settled is have you time in your school for the proper teaching of this subject? In order to get practical results in six or eight months—ability to do good amenuensis work—, this study will require more time than is usually given to arithmetic and Latin combined. If the subject is to continue through two years, with the same degree of efficiency in view, it will probably require as much, or more, time than would be given to Latin during the two years. If you can find a place in your course of study for a subject as heavy as this, by leaving off something which is its equivalent in time, shorthand will give excellent returns in brain discipline in many ways, to say nothing of its practical usefulness.

Mathematics is an exact science, hence its power to discipline; Latin is an exact language, hence its value; shorthand is an exact science and art, and unites with this exactness great power to fascinate, even in the face of much drudgery, hence it becomes an admirable subject for discipline and an easy vehicle for English training.

An idea has gone abroad that only a small proportion of those who take up shorthand learn it, or make use of it afterwards, and that it is therefore

Read what Superintendents say of

THE PERRY PICTURES--Extra Size.

FIVE FOR 25 CENTS. NO ORDER FOR LESS THAN 5 OF THESE PICTURES. **On paper 10x12 inches.**

For 50 cents you can transform your school-room. Send 50 cents for 10 of **The Perry Pictures—Extra Size**—and hang them upon the walls of your school-room. Your pupils will enjoy them. They are marvels of beauty. See list given below.

The Perry Pictures—Extra Size—are the finest I have ever seen. Their helpfulness reaches beyond the school into the home, where they are fostering and, in many cases, creating a love for art in its highest sense. I can most heartily endorse them.—H. F. LEISTER, Supt. of Schools, Phoenixville, Pa. ——I have examined pictures of other firms but yours of the Extra Size are the clearest and most artistic of any I have seen.—W. A. FRASIER, Supt. of Schools, Rutland, Vt. ——The pictures are certainly a great step in advance of anything I have heretofore seen at this cost, and I wish you abundant success in introducing them through the country. E. C. WARRINER, Supt. of Schools, Saginaw, Mich.

The following numbers are now ready for immediate delivery.

Ex 1 William Cullen Bryant.
Ex 2 Longfellow.
Ex 261 Virgin, Infant Jesus and St. John. *Botticelli.*
Ex 321 Sistine Madonna Complete. *Raphael.*
Ex 324 Madonna of the Chair. *Raphael.*
Ex 325 Madonna Granduca. *Raphael.*
Ex 357 Madonna of the Harpies. *Andrea del Sarto.*
Ex 367 Holy Night. *Correggio.*
Ex 388 Aurora. *Guido Reni.*
Ex 394 Mater Dolorosa. *Guido Reni.*
Ex 501 Oxen Going to Work. *Troyon.*
Ex 509 Angelus *Millet.*
Ex 511 The Gleaners. *Millet.*
Ex 513 The Man with the Hoe. *Millet.*
Ex 516 Shepherdess Knitting. *Millet.*
Ex 521 Feeding Her Birds. *Millet*
Ex 538 Horse Fair. *Rosa Bonheur.*
Ex 575 Song of the Lark. *Breton.*
Ex 609 Madonna and Child. *Dagnan-Beveret.*
Ex 618 The Shepherdess. *Lerolle.*
Ex 619 By the River. *Lerolle.*
Ex 620 Arrival of the Shepherds. *Lerolle.*
Ex 648 Baby Stuart. *Van Dyck.*
Ex 682 St Anthony of Paduca *Murillo.*
Ex 795 Queen Louise. *Richter.*
Ex 800 Christ and the Doctors. *Hofmann.*
Ex 801 The Christ. *Hofmann.*
Ex 807 Jesus Blessing Little Children. *Plockhorst.*
Ex 810 the Good Shepherd *Plockhorst.*
Ex 861 Angel Heads. *Sir Joshua Reynolds.*
Ex 886 Pharaoh's Horses. *Herring*
Ex 1020 Christmas Chimes. *Blashfield.*
Ex 1031 Hosea. *Sargent.*
Ex 1033 Prophets. *Sargent.*
Ex 1034 Prophets. *Sargent.*
Ex 1035 Prophets. *Sargent*
Ex 1036 Prophets. *Sargent.*
Ex 1037 Prophets. *Sargent.*
Ex 1063 Can't You Talk? *Holmes.*
Ex 1093 St. Cecilia *Naujok.*
Ex 1112 Madonna. *Ferruzzi.*
Ex 43 Lost. *Schenck.*
Ex 3140 Countess Potocka.
Ex 1045 The Brook. *Walter Sargent.*

Dr. G. Stanley Hall contributes a series of four articles on "The Ministry of Pictures" to THE PERRY MAGAZINE, beginning with the February issue. Single copies of the Magazine, 15 cents. $1 00 per year, monthly except July and August. PICTURES IN COLORS—Birds, Animals, Fruits, etc. Portrayed in natural colors, 300 subjects. On paper about 7x9 inches. Price, 2 cents each, assorted as desired. No order for Pictures in Colors for less than 25 cents. THE PERRY PICTURES—Regular Size—One Cent Each. On paper 5½x8 inches. 1500 subjects. No order for less than 25 of these pictures. CATALOGS.—Send two cent stamp for 24 page Catalog and sample picture. Portfolios for the Perry Pictures—Holding 150 pictures. Price: 15 cts., 2 for 25c, Strong—Neat—Durable.

The Perry Pictures Co., Box 136, Malden, Mass. TREMONT TEMPLE, BOSTON. 76 FIFTH AVENUE, NEW YORK.

In dealing with advertisers please mention the North Carolina Journal of Education.

hardly a proper subject for our common schools. Neither do all who take up Latin, nor any large proportion even of those who take the college course in Latin, learn that language with as much thoroughness as is necessary for the shorthand student who would make his shorthand useful. Judging from actual experience, I can safely say that those who master mathematics and Latin easily, have very little trouble with shorthand, unless physically unable to write. We have the plodding of the hand in addition to slow brain activity to deal with, and some few drop out for this reason. But, in addition to quickness of hand, the same quality of brain is required to learn shorthand as to learn mathematics and Latin, and whenever a student shows this power, nothing will be lost by starting him in a course of shorthand.

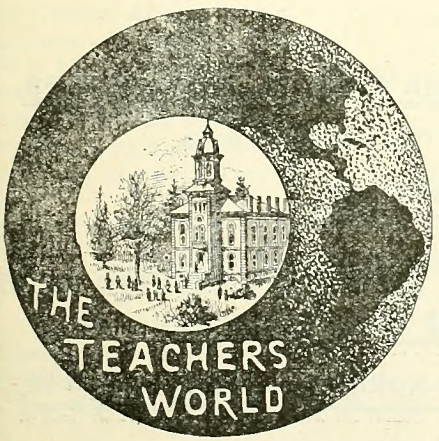
Is it necessary to be a college graduate in order to become a first-class shorthand writer?

There is no doubt that a good education is of great advantage to a good shorthand writer. But at the same time, if shorthand is studied in the way it should be studied, the shorthand writer, unconsciously, but, perhaps, none the less effectively, acquires an education which a good many college graduates would be glad to have. Shorthand, if studied properly, is a life study, and there are great possibilities of education in it.

Let us take, as an example, a boy graduating from the highest class in a city school or a business college where he has studied shorthand six or eight months. He is probably told by those in charge that he is a shorthand writer, and he goes forth into the business world to make a practical use of his art; but there is for some reason a wide chasm between the school-room and the hustling business, and he finds that he is painfully deficient. Endeavoring to improve himself he seeks every opportunity for advancement. On Sunday he attempts to report the sermon of some minister, and finds that he must have more practice before that can be accomplished. The Bible names are strange to him—unless he is very different from most young men—and consequently he must refer to the Bible and Concordance for help. Next he hears a lecturer on some special subject and endeavors to report his remarks. The matter is strange and unfamiliar. If the young man is made

AN OFFER THAT MEANS SOMETHING----READ CAREFULLY.

If you wish a live, bright, original, up to-date teachers journal, one that is filled to the brim with practical, usable material for the every day work of the modern schoolroom, the contributions representing the best teaching ability of the country, then the **TEACHERS WORLD** will interest you. It deals only in standard values and solid experiences, discarding wordy essays and meaningless "studies," and presents only that which is of real value to the teacher.



Eleventh Year of Increasing Success.

MORE THAN 50,000 TEACHERS are using its plans and suggestions to advantage. No journal is in closer touch with the modern schoolroom. It is a journal for teachers by teachers. Its table of contents represents the best material obtainable. It interests every live teacher. The circulation is world-wide. It is well established (eleventh year). It is progressive and up-to-date. Its articles are widely copied. Its supplements and special charts unsurpassed.

48 Large Quarto Pages and Supplement.

In the limits of this page we can only hint at the special features represented in the table of contents of an average number. It is preeminently a practical journal, its one aim being to furnish the best material obtainable from recognized leaders in each department for every day use in the modern schoolroom. "I like the *World* because there is so much in it that I can actually use," is a frequent expression from its readers.

You are already a reader of the **JOURNAL OF EDUCATION.** Why not advance your subscription to this journal one year, and receive the other as well by taking advantage of the offer below? It is a marvel of cheapness rendered possible only by special contracts, and a strong belief that nearly every reader will take advantage of it.

THE TEACHERS WORLD . . . .
N. C. JOURNAL OF EDUCATION } **BOTH FOR $1.50** } This means a full year's subscription to each. If already a subscriber, your name will be advanced one year . . .

Address **NORTH CAROLINA JOURNAL OF EDUCATION, GREENSBORO, N. C.**

of the right kind of stuff, he immediately gets reference books and studies that particular subject in order that he may not be caught again.

During all this time, although he may be holding a subordinate position, practice is not forgotten, and every night the young man is either at work, receiving dictation or broadening his capabilities by the study of some formerly unknown subject. The preacher above referred to is not forgotten, and, Sunday after Sunday, he endeavors to follow him, until at last success crowns his efforts, and the minister is reported with ease.

In order to be able to do court work, he goes into court—not for a day or week, but for months. Every moment he can spare is put to good solid practice, and in this diversified practice the new and strange subject matter is broadening his intellect and giving him a good education.

By this method he finally becomes an all-round shorthand writer, and every day brings him to something new and useful. At the end of five years of hard work he is recognized as a capable reporter, but still there is work to do and much to learn. The very nature of his work is such as to make him more and more valuable, and, with a diversified experience of many years, his range of learning is broadened.

It is safe to say that by the hard work (of which the school training is but a small part) incident upon becoming an all-round shorthand writer, a practical education, such as cannot be given in any college, is obtained.

OUR LINE OF . . . .

CLOTHING and FURNISHING GOODS

will interest any gentleman that desires to be well dressed and present a neat appearance. Then, besides, we always give value. You might drop in and be convinced of your own accord.

Will H. Matthews & Co.,

ONE PRICE CASH CLOTHIERS,

304 South Elm Street, GREENSBORO, N. C.

GOOD TEXT-BOOKS ARE THE TEACHER'S ASSISTANTS.

TEACHERS who are looking for First Class Text-Books should consult the following list:—

Lippincott's Arithmetics.

Mental, Elemeutary and Practical.

Morris's U. S. Histories.

Three well-graded Books.

Lippincott's Science Series,

Including Physiologies, Elementary Science, Natural Philosophy, Astronomy, and Chemistry.

Worcester's Dictionaries—Unabridged and School Dictionaries.

FOR SUPPLEMENTARY READING—MORRIS'S HISTORICAL TALES.

Teachers and School Officers, if any of your text-books are not giving satisfaction, and you are thinking of making a change, write to us for exchange aud introduction terms. We offer special inducements on introduction orders.

J. B. LIPPINCOTT CO.,

624 CHESTNUT STREET, PHILADELPHIA.

In dealing with advertisers please mention the North Carolina Journal of Education.

Current Educational Thought.

In the *Atlantic Monthly* for December Andrew F. West asks the question "Is there a Democracy of Studies for Secondary Schools," and answers it in the negative. The writer contends that elective studies in secondary schools should not be permitted to be determinative of the direction of the course of study pursued by a student. The secondary school programmes of Germany and other countries is instanced as proof that the educational thought of the day does not favor treating one subject with as much respect as another; that these programmes show that some subjects are regarded as having more value than others, notably Latin. Statistics show an increase of 174 per cent in the number pursuing this study in the secondary schools in the last eight or nine years. History comes next, followed by Geometry, Algebra, German, French, and Greek, in the order named. The author of this article says: "Thus again history repeats itself, and so plainly that all may understand. The evolution of secondary studies is being worked out in evidently intimate connection with the classics, and this time through the study of Latin."

Alfred Brown, layman, in the *Atlantic Monthly* for December advocates the idea that every preacher be taught some occupation aside from preaching, for instance, tent-making, as St. Paul had that occupation. Mr. Brown urges the adoption of his idea in view of the fact that modern congregations do not wish the services of old men; that preachers when they begin to age are elbowed out of their places and put on the world and its charity.

In the January *Atlantic Monthly* President Hyde, of Bowdoin College, urges reform in theological education. He says that the practice of theological seminaries in giving free education to prospective preachers is a vicious practice. In other words, he would have theological seminaries show no more favors to students than do schools of law and medicine. President Hyde thinks a crop of better and more vigorous preachers will result from the adoption of this policy.

The January magazine number of the *Outlook* contains the opening chapter of Hamilton W. Mabie's life of William Shakespeare. Any teacher who does not take this paper can get it three months, weekly, for the small sum of twenty-five cents. If this magazine is read and studied every week, it will afford food for thought and many practical lessons for the teacher.

Book Notices.

American Book Company, New York.

PROSE AND VERSE FOR CHILDREN. Katherine Pyle. Cloth 12mo. 168 pages. Price, 40 cents.

This is a collection of more than forty poems and prose stories dealing with child life, and telling the doings and fates of animals. The pieces are arranged by months—three or four to each month,—each monthly group being introduced by a poem appropriate to the season. The book is one of the "Eclectic School Readings" series, and is printed and bound in harmony with other books of the series. The illustrations are by the author.

A NEW FRENCH COURSE. Edwin F. Bacon. Cloth, flexible, 12mo., 315 pages. Price $1.00.

The book is intended to give students, in the quickest and surest way possible, such a conversational knowledge of French as may be necessary in indepen-

Fariss' Dyspepsia Tablets

Price 50 Cents per box.

Guaranteed to give immediate relief. Sent postpaid to any address on receipt of 50c. JOHN B. FARISS, Druggist, 121 S. Elm St. Greensboro, N. C.

JOS. J. STONE,

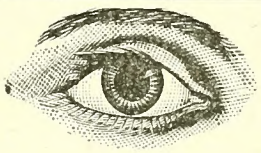
JOB PRINTER,

GREENSBORO, N. C.

Specialty of School Work of all kinds. A trial order solicited.

FREE TO TEACHERS!

Full information about the work of the EDUCATIONAL BUREAU, Raleigh, N. C. Hundreds of teachers have been helped to better positions during the past eight years of its existence. Write at once for particulars.

Teachers  **S**

Neglected Means Serious Trouble.

The wise teacher is careful that his or her eyes receive proper attention. A half-hour at our offices may save you months of suffering. Our glasses mean correct and comfortable vision. Are your eyes worth saving? Call and see us.

DRS. R. L. & E. H. MOORE,

OFFICE WITH

Moore Optical and T. M. Co.

112 E. Market St., Greensboro, N. C.

Wholesale agents Graphophones and Latest Records. Also best makes Cameras, with supplies; Opera and Field Glasses, Compasses, Telescopes, and anything optical. Up-to-date Typewriters —The Chicago, $35; Pittsburg Visible, $75. Call or write us. 112 E. Market St.

THE SOUTHWESTERN

TEACHERS' AGENCY

Undertakes to serve its teachers and patrons satisfactorily by locating teachers where they can make a success of the work undertaken, and it is very successful. If you want the assistance of an agency that works earnestly for its members address

CLAUDE J. BELL,
Nashville, Tenn.

HIGHLAND HOMES. A Great Country with a Glorious Climate. Come to our Tennessee Colony.

Heathful Homes Schools, Societies, Churches. Near Nashville, on line of Railroad.

Wood and Water abundant. Stock and fruit lands cheap, terms reasonable. Come or write. Happy Homes.

THE HIGHLAND COLONY COMPANY,
Dickson or White Bluff, Dickson County, Tennessee.

dent sight seeing in Paris. The first part of the book contains the essentials of grammar, the latter part a series of familiar conversations. The conversations were sketched by the anthor as he strolled through and around Paris; so they are quite realistic. The second half of the book is illnstrated with pictnres of Parisian scenery.

SOUTH AMERICA. A GEOGRAPHICAL READER. Frank G. Carpenter. Cloth, 352 pages, illustrated. Price 60 cents.

Those who have read "North America" and "Asia," books already published in this series will welcome this book on South America, prepared on the same plan. The descriptions are clear and life-like. Every teacher who teaches the geography of South America shonld have a copy of the book, and there shonld be at least a few copies in the school-room library. The greater fulness of details will form a pleasant contrast to the necessarily brief statements of the school geographies. The illustrations are numerous and helpfnl.

D. C. Heath & Co., Boston, Mass.

ALICE AND TOM; OR, THE RECORD OF A HAPPY YEAR. Kate Lonise Brown. Cloth, 12mo., 212 pages.

A delightfnl little book presenting a pictnre of free, healthy, hearty childhood; of happy child relations to other children and their older friends; of the relations of child life to the great world of nature; of the love, tenderness, and reverence growing from this knowledge. The book is also an introdnction to science and the poetic relations of nature which the greatest have always felt.

Ginn & Co., Boston, Mass.

WAYS OF WOOD FOLK. William Long. Cloth, 12mo. 205 pages

The ways of Wood Folk tells with the freshness of personal observation many of the individual characteristics of birds and wild animals. Several of the sketches are reprinted here from *The Youth's Companion*. The illnstrations are by Mr. Charles Copeland, and add much to the value of the books, which cannot fail to inspire a love of the woods.

LITTLE WANDERERS. Margaret Warner Mosley. Cloth 107 pages.

This is a series of lessons on plants, dealing with them from the stand-point of their habits, and the means of dispersion

FRIENDS AND HELPERS. Sarah J. Eddy. Cloth, 12mo. 231 pages.

The object of the book "is to teach children to treat all living creatures with considerate kindness and to appreciate the services of man's helpers in the animal world." It is made up of descriptive stories and appropriate poetical selections. Several of the sketches are by Frank M. Chapman. Children who

C. F. THOMAS,

Job Printer,

GREENSBORO, N. C.

School and Commercial Work a Specialty.

School Catalognes in best style.
Prices as low as consistent with good work.

The Journal is a specimen of our work.

Study Medicine, Pharmacy, AND Dentistry In Summer at Chicago.

The Illinois Medical College.

Summer School.

Medical Course, four years, January 1st to October 1st. Each session nine months, divided into 3 terms. Two terms attendance constitutes one year's credit. Dentistry three years, seven months each, March 1st to October 1st. Pharmacy two years, six months each, April 1st to October 1st. For particulars write

HEMAN H. BROWN, Sec., 103 State Street, Chicago.

HARVARD UNIVERSITY

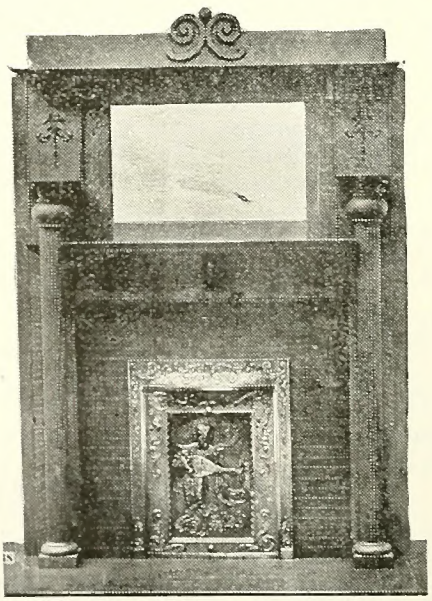
SUMMER SCHOOL.

July 5 to August 15. Fifty-two courses in Arts and Sciences.

The work is especially adapted to the needs of teachers. Women as well as men admitted to all the courses except in Engineering and in Geological Field-Work. For pamphlet containing description of the courses and statement of expenses, apply to

J. L. LOVE, Clerk, Cambridge, Mass. N. S. SHALER, Chairman.

Worth $50. OUR PRICE, $30.
FREIGHT PAID.



Mantel No. 410.—Height 6 feet 10 inches, width 5 feet, tile opening 30x42 or 36x36 inches, mirror 18x30 inches, French bevel, profile 2¾ inches, quartered oak and polish finish. Hearth and facing best quality enameled tile, frame summer front and club house grate.

Educators, Listen:

Your business is that of educating our people and raising them to a higher plane of intellect and refinement. God speed your calling.

Our business is that of making, buying and selling

WOOD MANTELS

AND JOBBING

GRATES, TILES,

and Fireplace Goods of all kinds. We also take contracts for

ENCAUSTIC TILE FLOORS

of all kinds.

Tile Wainscoating for Lavatories, Baths, &c.

We give this line all of our time and thought and can please you. Mention this Journal and send for catalogue "D."

McClamroch Brothers,

219 South Elm St.,

GREENSBORO, N. C.

In dealing with advertisers please mention the North Carolina Journal of Education.

THE LIVES OF THREE GREAT SOUTHERNERS,

WHICH SHOULD BE

Read in every Elementary School in the South.

The Life of General Robert E. Lee,

In easy words for children, by MRS. M. L. WILLIAMSON.
Cloth, 183 pages. Price, 35 cents.

The Life of General Stonewall Jackson,

In easy words for children, by MRS. M. L. WILLIAMSON.
Cloth, 248 pages. Price 40 cents.

The Life of George Washington.

MRS. M. L. WILLIAMSON.
In press.

The style of these books is simple and easy, and the stories are told in such a manner as to hold the interest of teachers and pupils from first to last.

The child who reads these books will have a most delightful introduction to the two most important eras of the history of our country, and will have for his ideal and inspiration three of the purest and greatest men of the world.

They can be read easily by children of the Third or Fourth Reader Grade.

B. F. Johnson Publishing Co.,

RICHMOND, VA.

Write for catalogue of our publications.

have been taught the uses of animals, and to think of them as friends will be less cruel for this teaching.

C. W. Bardeen, Syracuse, N. Y.

TALES TOLD OUT OF SCHOOL. Edward S. Ellis.

Mr. Ellis is a teacher of much intelligence and long experience, and his book is a collection of the most interesting and valuable reminiscenses. Few books will afford as much help and real insight into the questione of discipline. These stories of dealings with individual boys are worth many books of lectures or scientific generalizations. While possessing all the reality of actual dealings with flesh and blood Dicks, Jacks and Howards, the details are so full and so well arranged as to make these characters typical. Young reachers and all who fail in gaining the necessary hold on children should read this book. Others will not willingly miss reading a book that recounts with minuteness their own experiences

I give a Special Rate

to teachers and students passing through or visiting Greensboro.

All the popular styles and sizes.

ROBT. G. WHITE,

106½ S. Elm St. **Photographer.**

CHARLOTTE AND ROME.

Charlotte Commercial College,

Charlotte, N. C., established 1891.

AND

Rome Business College,

Rome, Ga., established 1886,

now under one management, offer exceptional advantages to any one desiring a

Thoroughly Practical

Business Education

in the shortest possible time. The wide range of territory covered by our employment agency affords exceptional chances for securing positions. We will guarantee you a position if you take the guarantee course.

The rooms in both schools are large and convenient and well lighted.

Young men or young women may enroll in either school any week-day during the year.

If you are a stenographer, book-keeper or teacher and desire a position, write the **Piedmont Employment Agency,** Charlotte N. C. If you are not a stenographer or book keeper, spend a few months in one of these schools and get yourself in shape for earning money.

Should you desire to be an expert in interest, stocks, trade discount, etc., send 25 cents in stamps or silver for our Pocket Calculator, just what you need.

For circulars and further information, address,

D. M. McIVER, President.

The Presbyterian Committee of Publication, Richmond, Va.

CHRISTIAN SCIENCE; OR THE FALSE CHRIST OF 1866. William P. McCorkle, Pastor of the Presbyterian Church, Graham N. C. Cloth, 323 pages. Price, postpaid, $1.25

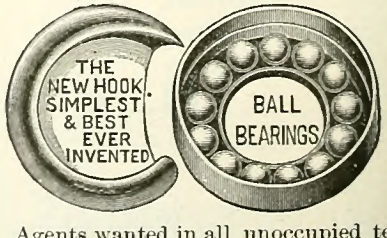
This volume presents an "examination of the origin, animus, claims, philosophical absurdities, medical fallacies and doctrinal contents of the new gospel of mental healing." The purpose is to show, in brief compass, the origin and growth of this cult, the absurdities of the claims and the thoroughly unchristian character of its tendency and practices Mr. McCorkle seems to have done his work well, and all who are interested in this subject will do well to read this book. The style is clear and vigorous, and the mechanical work of the book is good.

Wheeler & Wilson Sewing Machine.



Rotary Motion and

Ball Bearings.



Agents wanted in all unoccupied territory.

WHEELER & WILSON MFG. CO.,

ATLANTA, GA.

Vacation Employment for Teachers.

$75.00 a Month with Commissions Paid Teachers with Satisfactory References.

Are you a Teacher or Student? Do you desire remunerative employment, local or traveling, for your vacation months? If so, you will find the work of establishing Library Association Clubs greatly superior to any other work for vacation.

The Library Association Plan offers to every book buyer connection with a book-buyers organization that deals direct with publishers and secures for members any book wanted at one-third to one-half less than usual book-store prices and saves middlemen's profits.

The Library Association Book Catalog, furnished to Association Members, has a "rating mark" ("1, 2, 3" for authors, "a, b, c" for books, placed opposite the name of each author and book to show its grade of excellence; the ratings are assigned by leading specialists and make the catalog a complete "guide" and "key" to literature and to best books and best authors and is the only work of the kind in the language; the catalog contains nearly 1000-8vo pages and gives Association Members "net" prices of all books.

"The Northwestern Library Association Book Catalog becomes an expert librarian in every home where it is placed. It is the most complete aid to book-keepers and book-lovers in to-day's book market and an invaluable guide to books and authors.

"MRS. Z. A. DIXON,
Librarian University Chicago.

"I take pleasure in recommending the Northwestern Library Association as a reliable institution and very beneficial in enabling its members to get books, etc., at wholesale prices.

"JOHN I. D. HINDS,
"Dean Cumberland University,
Lebanon, Tenn.

The Association offers to its Members a practical means of saving money, and commands greater popularity and larger sales than anything ever offered to the people.

Many teachers earn in three months with us as much as in nine months teaching; few who take training and follow instructions fail to earn $100 a month after two months' experience; some have earned $75 a week in Institutes. Address for particulars

Northwestern Library Association, 5 & 6 Washington St., Chicago, Ill.

Appreciates Its Benefits.

Keeley Graduate Voluntarily Sings That Institution's Praises.

HILLSBORO, N C.
FEBRUARY 2, 1900.

TO THE EDITOR: I see in a late number of your paper an article headed, "What the Keeley Cure Does"

It goes on to say that it will cure a man of the opium and whiskey addictions, etc. I say it will do this and much more, and in my humble way, beg leave to prove it.

Without having either whiskey or any drug addictiou, my nervous system, from no apparent cause, became very much shattered. I could not sleep, taking only short naps, and then awaking, much startled, making my nights hideous; to lie and magnify mole-hills into mountains, non existing expense accounts taking a prominent part, until I became afraid to go to sleep. My days were no better. These same troubles revolved continually in my mind.

I would feel as if no human being was half so helpless as myself. Indeed, it was about so. I could not attend to the most trivial matter of business. If I saw one who was owing me a debt coming towards me and I thought it would involve a five-minutes calculation, I would gladly avoid him. Life itself became a burden, and I confess I cared hut little for its continuation.

I met my friend, Col. W. H. Oshorn, at the Hillsboro Railway station, and, as usual, he asked me "How are you?" When I told him of my great suffering, he very promptly replied: "You are suffering with neurasthenia, and if you will come to the Greenshoro Keeley Institute, we will cure you." I went. After taking the neurasthenia treatment for four or five days, without taking any narcotic aid whatever, I was sleeping from five to six hours without waking, aud continued to steadily improve, with a good appetite, while I had none when arriving there.

I remained there five weeks, and returned home one week ago, with the skies agaiu bright, aud, I think, a new lease on life, with great gratitude to the Keeley Treatuent and a real affection for each one connected with the Institute.

I have spent the week overhauling and straightening up my affairs of business, which naturally had been much neglected, and feel no had result from this labor, sleeping last night undisturbed from 9 to 7 this morning.

While there, I read letters from some and have talked with others who were effected just as myself, and, too, were cured by the neurasthenia treatment and are now well and happy.

Very truly,
JAMES NORWOOD.

From *The Morning Post*, Raleigh, N. C.

Agents Wanted for our celebrated school supply specialties and school books including several works **just from the press. Our "First Book for Little Folks"** presents in the simplest form the first steps of pupils entering school for the first time. **Our Lakeside Literature Series** consists of *classics* which will cultivate the ar for the music of verse and will stimuate the imagination. **Pollard's Manual** is a teacher's handbook containing the most pracical phonic insturction obtainable. **Pollard's Advanced Speller** is the *only* speller which clearly developes the *principles* of syllabication, pronunciation and accent. **The Words of Abraham Lincoln** contains a connected piece of history covering the most important epoch in the history of human freedom.

WESTERN PUBLISHING HOUSE,
CHICAGO.

ANDREWS SCHOOL FURNISHING CO.
65 5th Ave., N.Y.

Greensboro Nurseries,
GREENSBORO, N. C.
FOR ALL KINDS OF
FRUIT, SHADE and ORNAMENTAL TREES,
Vines and Plants.
JOHN A. YOUNG, Proprietor.

Beautiful Shade Trees.

We have to offer for fall '99 and spring 1900 an unusually fine lot of Shade Trees, especially the beautiful

Silver Leaf Maple and the Carolina and Lombardy Poplars,

in three sizes, 6 to 8 ft., 8 to 10 ft, and 10 to 12 ft high All young, thrifty stock, smooth and straight—the kind that grow off promptly and live well. No old, rough, trees. Write to us about Shade Trees you contemplate planting. Order early. If it is

Fruit Trees

you want, write for our free 60 page Illustrated Catalogue, and 40 page pamplet on "How to Plant and Cultivate an Orchard."
Address Promptly

J. VAN LINDLEY NURSERY CO.,
POMONA, N. C.

Teachers and employers should correspond with H. N. Robertson, Prop'r Robertson's Teacher's Agency. Equitable Building, Memphis, Tenn. Has filled vacancies in 19 States. Operates in every State. Faithful and efficient service.

A : Remarkable : Offer
For a Limited Time Only.

Every teacher should take advantage of it. We will send to one address

Pathfinder,	Weekly,	$1.00
Teacher's World,	Monthly,	1.00
Ladies' Home Companion,	"	1.00
Ark. School Journal,		1.00
Total,		$4.00

Special Offer, All for $2.50.

We recommend all of the above, and are very glad to be able to offer them to our readers on so favorable terms. Order now. Address,
ARK. SCHOOL JOURNAL, Little Rock

Southern Railway

THE . . .
STANDARD RAILWAY OF THE SOUTH
The Direct Line to All Points.

TEXAS,
CALIFORNIA,
FLORIDA,
CUBA AND
PORTO RICO.

STRICTLY FIRST-CLASS Equipment on all Through and Local Trains; Pullman Palace Sleeping Cars on all Night Trains; Fast and Safe Schedules.

Travel by the Southern and you are assured a Safe, Comfortable and Expeditious Journey. . . .

APPLY TO TICKET AGENTS FOR TIME TABLES, RATES AND GENERAL INFORMATION, OR ADDRESS

R. L. VERNON, T.P A., Charlotte, N. C.
F. P. DARBY, C.P. & T A., Asheville, N C
No trouble to Answer Questions.

Frank S. Gannon, 3d V. P. & Gen. Man.
J. M. Culp, Traf. Man.
W. A. Turk, G. P. A.
WASHINGTON, D. C,

In dealing with advertisers please mention the North Carolina Journal of Education.

Normal and Collegiate Institute,

Asheville, N. C.

Under care of Northern Presbyterian Church, second term opening February 1st, 1900.

Offers to young women four thorough courses of study,

Under fifteen teachers and officers who are experts.

Site unrivaled for healthfulness and beauty.

State exempts graduates from Teacher's Examinations.

Board and Tuition $100 per year, or $50 per term or half year.

For cataloge, address

Rev. Thomas Lawrence, D. D.

Guilford College,

5 LARGE BUILDINGS.

Total Expenses for year, $133; can he easily reduced to $90.

L. L. HOBBS, President.

For Catalogue address,
GEO. W. WHITE, Treas.,
Guilford College, N. C.

BOOK BUYING.

Where to Buy

ALFRED WILLIAMS & CO., RALEIGH, N. C.

have the lagest stock of BOOKS

of all kinds in the state, and offer school books at publishers' prices, and can fill your orders by return train. Remember this when you need books.

ALFRED WILLIAMS & CO., Raleigh, N. C.

THE FISK TEACHERS AGENCIES.

Southern Office,
1505 Pennsylvania Avenue,
Washington, D. C.

Other offices in Boston, New York, Chicago, Minneapolis, Denver, San Francisco, Los Angeles, and Toronto, Canada.

Send for manual.

Cornell University

Summer School,

July 5 to August 16, 1900.

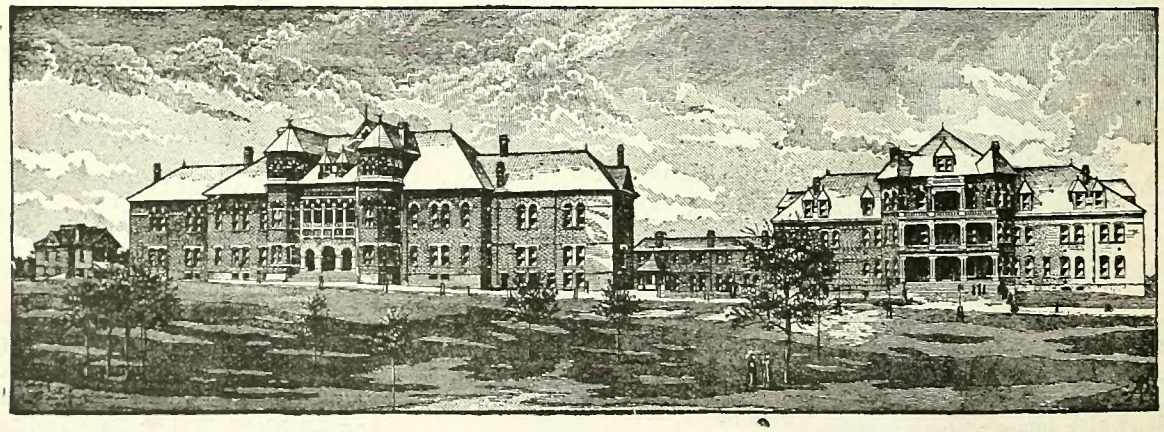
Fifty-two Professors and Instructors give a total of eighty-three courses.

The instruction is suited to High School and other teachers, and to Professors, graduates and undergraduates of Colleges.

A single tuition fee of $25 for the entire Summer Session is charged.

Ithaca summer temperature is but little higher than that experienced at Saranac Lake and Lake George.

For full announcement and book of views, address, THE REGISTRAR,
Cornell University, Ithaca, N. Y.



THE NORTH CAROLINA STATE NORMAL AND INDUSTRIAL COLLEGE

Will re-open Tuesday, January 30, and the College Year will close June 19,

Since the outbreak of fever last fall the buildings and premises have been thoroughly disinfected and renovated and the sanitation completed under the direction of the State Board of Health; and after careful inspection, the Board of Directors declare, in their official statement to the public, that, in their opinion, the causes of the epidemic have been located and removed, and there need be no fear of further trouble of this kind. The exclusive use of single beds in the future will add greatly to the comfort of students in the dormitories.

New students entering at the reopening of the college will have the benefit of a full five months session, and the continuance of the spring term to June 19th will afford an unusual opportunity for teachers desiring to study at this institutions after the close of their schools.

For further information, address, **CHARLES D. McIVER, President,**
Greensboro, N. C.

In dealing with advertisers please mention the North Carolina Journal of Education.

NORTH CAROLINA

Journal of Education.

VOL. III. GREENSBORO, N. C., MARCH, 1900. NUMBER 8.

NORTH CAROLINA.
WAKE COUNTY.

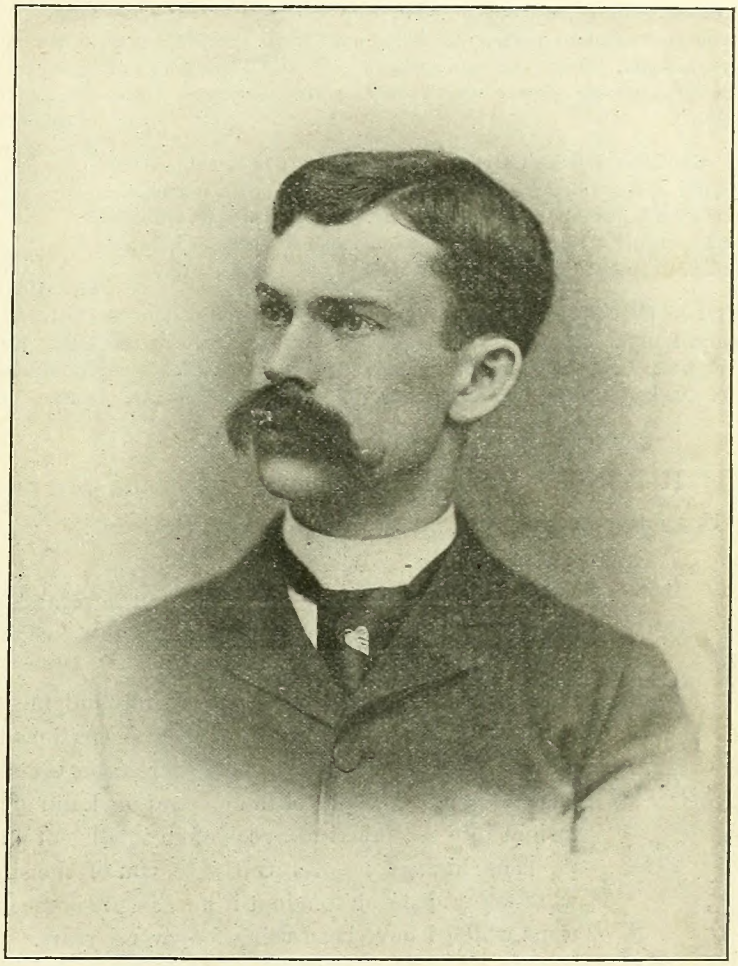
This deed, made by R. B. Raney, of the County and State above written, to the Olivia Raney Library, a corporation duly chartered, organized and existing under the laws of North Carolina,

WITNESSETH, That whereas said R. B. Raney desires to establish some permanent and fitting memorial of his late wife, Olivia Cowper Raney, and to promote the objects of the corporation which bears her name,

Now, therefore, for the purpose aforesaid, and in consideration of one dollar to him paid . . . . . the said R. B. Raney has given and conveyed, and he does give, sell, and convey unto said Olivia Raney Library and its assigns in fee simple forever . . . . a lot of land in the city of Raleigh, State of North Carolina, situate at the southwest corner of the intersection of Salisbury street and Hillsboro street . . . .

To have and to hold the said lot of land with all improvements and betterments thereon and all privileges and appurtenances thereto in any wise appertaining or belonging unto the said Olivia Raney Library and its assigns forever, for the uses and purposes of said corporation as set forth in its charter. . . . .

In testimony whereof said R. B. Raney has hereto set his hand and seal, this first day of February, A. D. 1900.



RICHARD B. RANEY.

The library is the most powerful of all the tools of thought.

The school, for the most part, finds its function in teaching how to read. The newspaper and library furnish what to read.

The most important interest in education is to be found in connecting closely the common school with the public library.

The school gives the preliminary preparation for education, and the library gives the means by which the individual completes and accomplishes his education.

Few children complete the course even of the primary school. Only one in four who enters the high school completes it. The great desideratum, therefore, is some method by which the school influence can follow the pupils who leave school before completing the work, or who, graduating from it ought to continue their work.—*Dr. Wm. T. Harris.*

SOME NEW LATIN BOOKS.

SELECTIONS FROM OVID. By JAMES N. ANDERSON, M. A., Ph. D., author of "On the Sources of Ovid's Heroides." In two parts: I. Selections from the Metamorphoses: II. From the other works of Ovid. Judicious and helpful commeutary. Vocabulary. x and 258 pages. Price, $1.00.

CICERO'S ORATIONS. By ROBERT W. TUNSTALL, Principal of Norfolk Academy, Norfolk, Va. Es eutially a teacher's and pupil's book, having all the qualities to make it thoroughly "teachable." Various fresh features of helpful stimulating interest. xxix and 585 pages. Price, $1.20.

LATIN COMPOSITION. By Professors GILDERSLEEVE and LODGE. Designed for use of freshmen at college or the highest classes of preparatory schools. Has origiual features of marked interest and value. 192 pages. Price, 75 cents.

GILDERSLEEVE'S LATIN GRAMMAR, School Edition. By Professors GILDERSLEEVE and LODGE. Prepared in respouse to the demand for a briefer Latin Grammar based on the Gildersleeve-Lodge work of 1894. Has about three-fifths as many pages as the large grammar, and so not abridged to a skeleton. Still suited to serve the average student thoughout his course in school and college. The section numbers are the same as in the larger Grammar. vi and 330 pages. Price, 80 cents.

A FIRST BOOK IN LATIN. By CHARLES W. BAIN, late Head Master of the Sewanee Grammar School in the University of the South, Professor in South Carolina College. Easy Gradation— Vell arranged exercises—Short Vocabularies—Practical and stimulating notes—Reading Lessons. Vocabulary. x and 335 pages. Price, 75 cents.

How do these books stand the test of use in the class room? W. Gordon McCabe, Head Master of the University School, Richmond, Va., writes of the Cicero:

> I have been unwilling to write you in regard to your edition of "**Eleven of the Orations of Cicero**" until I had given the book the only test worth anything—the test of actual work in the class room.
>
> This I have done, and my deliberate judgment is that it is the best working edition, English or American, of Cicero's Orations that we now have.
>
> It is an honest piece of work from beginning to end, and evidences on every page a delicate mastery of the niceties of Latin syntax, happily blended with a keen insight into the practical needs of an intelligent and earnest student.
>
> The highest proof I can give you of the sincerity of my appreciation of your work is my decision to adopt it here in preference to the excellent edition of the Orations which I have been using for several years.

These books are issues of the **Gildersleeve-Lodge Latin Series**, under the editorial supervision of Basil L. Gildersleeve, Professor of Greek, Johns Hopkins University, and Gonzales Lodge, Professor of Latin, Bryn Mawr College; with the cooperation of Moses S. Slaughter, Professor of Latin, University of Wisconsin, and Thomas Fitz-Hugh, Professor of Latin, University of Texas.

Correspondence invited. Address—

UNIVERSITY PUBLISHING CO.,

43-47 East 10th Street, New York.

In dealing with advertisers please mention the North Carolina Journal of Education.

North Carolina Journal of Education.

Devoted to Education in North Carolina and the South.

VOLUME III. MARCH, 1900. NUMBER 8.

North Carolina Journal of Education.

Entered as Second-Class Matter at the Post Office at Greensboro, North Carolina.

PHILANDER P. CLAXTON,
Professor Pedagogy State Normal and Industrial College,
EDITOR AND MANAGER.

Published monthly at Greensboro, N. C.
SUBSCRIPTION, $1.00; SINGLE NUMBERS, 10 CENTS.
In ordering paper give name, postoffice, county and state.
Remittances should be made by money order, express order or bank draft, payable to North Carolina Journal of Education,
Personal checks should not be sent for sums less than $1.00. Stamps, one and two cents, taken for $1.00 or less.
Address NORTH CAROLINA JOURNAL OF EDUCATION. Greensboro, N. C.

The April Number a North Carolina Patriotic Number.

The April number of this journal will contain sketches of the lives of Ensign Worth Bagley and Lieutanant William Ewen Shipp. These articles will be illustrated. This number will also contain a true story of the battle of Guilford Court-house told in such a way as to enable teachers and children to grasp clearly the movements leading up to the battle, the incidents of the battle and its results. A brief sketch will be given of the re-claiming and marking of the battle ground by Judge Schenck and the Guilford Battle Ground Company. These articles will be illustrated with maps, cuts of monuments now on the battle ground and continental uniforms and relics in the battle ground museum. Superintendent Moses will tell the story of the life of Mr. R. B. Raney, the philanthropist who has recently given his entire fortune, accumulated through twenty years of hard labor, to establish and support the Olivia Raney library. This will make the April number a North Carolina patriotic number.

In order to include these articles without crowding out the regular matter, the number of pages will be increased. An extra large number of the edition will be issued and will be sold at 15 cents a copy. A thorough canvass will be made in advance of publication in every village and town in the state. After paying the expenses of publication, the net proceeds of the sale of this edition will be given to the Bagley-Shipp fund which is being raised by the Daughters of the American Revolution for the purpose of placing the portraits of Ensign Bagley and Lieutenant Shipp in the national capital. If you want extra copies of this number send in your order with cash not later than April 7. If any children in your school wish to canvass for this edition, we will send you subscription blanks and circulars of information about commissions, etc. A prize will be given the school taking or selling the largest number of copies.

Possibly the most important thing that has happened in the educational life of North Carolina in the last month is the decision of the trustees of the University in regard to keeping the doors of that institution open all the year round. In the future, beginning with the present year, the University year will be divided into four quarters, with a central group of studies in each course to be finished with each quarter. In this way, such students as are able and desire to do so, may do the present four years' work in three years, thus saving a year, to be devoted to post-graduate work, professional study, or business life. Others, who for any reason cannot attend during the winter, may attend during the summer quarter instead. There is no reason why better work may not be done during the months devoted to the summer quarter, than at any other time during the year. In this climate the summer months are just as well adapted to streneous labor as are the winter months, and the expenses of the summer session at any institution will be much less than the expenses of a session of the same length during the winter. When we come to look at education and study as a real business, all our institutions will quickly abandon the present plan of keeping their doors open for only 160 to 180 days. This action on the part of the University is in harmony with the tendency of the day, and we hope that its lead may be followed by all the institutions of higher education in North Carolina. We hope the day may soon come when the elementary schools will also follow this example.

Already the Chapel Hill school, of which Mr. J. W. Canada is principal, has announced the adoption of the new plan, and its year will be divided into four quarters of twelve weeks each. The work of each quarter will be confined to a group of three subjects. There is no reason why the principle may not apply as well to this school and to all of its class as to the University.

Teachers interested in the study of birds should write to the Division of Ornithology of the Departpartment of Agriculture, Washington, D. C., for the bulletins issued by this division. Many of them are sent without charge, others for a very small fee.

At the next commencement of the University of North Carolina special exercises will be held commemorative of the re-opening of the University in 1875.

President Dinwiddie has announced his intention of establishing a conservatory of music in connection with Peace Institute next session.

Hon. Dennis Simmons has recently donated $600 to one of the literary societies of the Baptist Female University. The money will be used in furnishing the society hall.

Every school in the state in which there is an interest in athletics should have a representative at the great athletic contest at Oxford on April 20. Already nearly 200 college men have signified their intention to enter the contest for the state championship and the $100 silver cup offered by Horner School. Much of the best education of the Greeks came from the general interest and participation in their public games, and the same result will follow wherever the same spirit is shown.

The action of State Superintendent Mebane in deciding that the entire sum of $100,000 appropriated by the last legislature to the public schools of the state is to be used directly for the benefit of the children, and that without any deduction of commissions by county treasurers and others for handling it, is to be commended. Indeed, there is an unnecessary leakage in this matter of commissions in the regular school fund, and it is to be hoped that Mr. Mebane or the next legislature may find some means of reducing it. The truth is, the county superintendent should be a bonded officer and should handle the school fund without extra pay. We feel sure all county treasurers can but readily and willingly acquiesce in Mr. Mebane's decision in regard to the handling of the $100,000.

Recently a large number of the schools of the state have received a copy of "Pickett and His Men." These books were sent to the public schools through the generosity of Col. Julian S. Carr, of Durham. Colonel Carr is one of the best friends of education in North Carolina, and he never misses an opportunity to show his interest and good-will. Few men know how much Colonel Carr has done and is constantly doing in this direction.

'Tis man's perdition to be safe,
When for truth he ought to die.—*Emerson.*

On March 13 was laid the corner stone of the new graded school building in Charlotte. Fifteen hundred school children and as many other people attended the exercises. Among the addresses was one by Superintendent Alexander Graham, giving a detailed history of the Charlotte graded schools from their inception. The stone bears the inscription, *Liberty, Religion, Education,*—words which might as well be written in this order as in any other—as well in any other as this—but, however written, they form the basis of all true greatness. The building will be three stories high and will contain eighteen large school rooms, with all necessary cloak rooms and all conveniences known to modern school architecture. The plan is very much the same as that described and illustrated in this journal last summer, but the building is to be a story higher than was shown there. It will cost about $35,000 and will be the most costly public school building in North Carolina. It is the purpose of the school committee to have this building ready for use next fall. Charlotte is to be congratulated and commended.

On March 17 representatives of schools and colldges in North Carolina taking interest in intercollegiate games of football and baseball met in Greensboro to discuss measures looking to the proper management of these games. No part of the education of a young man counts for more than that gained in properly conducted athletic exercises, and it is to be hoped every proper stimulus may be given these exercises in our schools and all tendency to professionalism removed. A professional game is not play.

Among the North Carolina towns now considering the question of voting a special tax for the support of graded schools are Rocky Mount and Randleman. It seems quite certain that the peo- of Randleman will vote a special tax of 30 cents on each $100 of property and 90 cents on each poll for current expenses, and will then issue bonds to the amount of $10,000 to erect a good modern school building on the beautiful site now owned by the city.

Randleman is a cotton factory town of about 2,500 inhabitants. The factories pay fully three-fourths of the property tax, but the owners and managers of these mill are humane men and have sufficint business ability to understand that a few thousand dollars invested in the education of the children of

their community will pay good dividends. Prof. Ingram deserves great credit for his zeal and judgment in working up a strong sentiment in favor of the school. If these people do what is proposed for them, they will have the praise of all good people in North Carolina for showing the way to the solution of one of the most important problems of the cotton factory towns in this state.

On to Morehead.

The Executive Committee of the North Carolina Teachers' Assembly have decided on Morehead City as the place for holding the next meeting of the Assembly. The railroads and the Atlantic Hotel will make the usual rates, and it seems now that the attendance will be unusually large. The programme is, we understand, almost completed, and Superintendent Mebane is devoting an immense amount of energy to working up an interest in the Assembly. He purposes visiting every part of the state in its interest and will urge teachers everywhere to attend this meeting. Those who were present last year will remember that it was one of the most profitable sessions this Assembly has held in many years, and will expect an equal amount of interest and a larger attendance this year. One day will be set apart for the discussion of the country public schools. It is expected that the legislature will attend in a body on the last day of the assembly, when Dr. Curry will deliver one of his powerful addresses on the public school and the value of universal education. We hope to be able to publish the programme in the April JOURNAL.

Superintendent Mebane has announced that the next annual examination for life certificates will be held in the court-houses of the various counties on the 2nd and 3rd of July. The State Board of Examiners have prepared questions on arithmetic, algebra, geography, physical geography, physiology, history, civil government, school law, English grammar, English literature, elementary botany, elementary psychology, and elementary physics. The questions will be forwarded to the county superintendents. Interest in this examination and the life certificate seems to be growing. Mr. Mebane says a number of young teachers are already writing him making inquiries about the examination. Very few life certificates have yet been issued under this act. It should be the ambition of every teacher to secure this certificate and thus put himself or herself on the honor roll of teachers of the state and be relieved of the trouble of standing annual examinations.

Few communities in the state have better school facilities than Raleigh. The buildings are comfortable, the streets are good, and the cars run through all parts of the city at brief intervals; the teachers are scholarly and well trained, and the character of work done is probably not excelled anywhere. One would expect the attendance on the schools here to be as good as in any town in the state; yet out of a total school population of 6,225, Superintendent Moses' report for the year ending May 31st, 1899, shows a total enrollment of only 2,734, and an average daily attendance of 1562, leaving 3,491 who did not attend the public schools at all, and a daily absence of 4,663. About 44 per cent of the school population were enrolled, and less than 27 per cent attended daily for 158 days. This makes an average of 42 days for the entire school population.

Raleigh has a number of good private schools and colleges, and some boys and girls of school age attend schools away from home, but all these will not raise the total enrollment much above 50 per cent. of the total school population, the average attendance above 33⅓ per cent, or the average number of days of annual school attendance above 50 per cent.

Two months and a half of twenty school days each! At this rate the total average attendance of all children during the fifteen years from six to twenty-one does not exceed 750 days, or 3¾ years of 200 days,—less by nearly a year than the average for the whole of the United States, including rural population and all. The average in the state of Massachusetts is 7½ years of 200 days. In most of the German states the compulsory period is eight years of 200 days or more.

Thus it appears that the average school attendance in the capital city of North Carolina, although twice as many days as for the average of the state at large, does not compare favorably with the attendance in the villages and rural districts of other sections; and our knowledge of the conditions in some other towns leads us to believe that Raleigh is at least an average North Carolina town in this respect. We cannot believe that this low average of attendance is due to any lack of excellence in the work of the schools. Well does

Superintendent Moses say, "In every home attendance on school should be considered the only serious business of childhood, and yet going to school is little more than a farce in many families, and a mere pastime with many children." The only remedy is compulsory attendance. When parents are criminally negligent of this most important factor in the welfare of their children and the character of the future citizens of the state, the state should protect the children and itself. To quote Mr. Moses again, "No country in the world, no state in the union, which has an efficient system of public schools, is without some form of law requiring attendance at school." We hope the people of Raleigh may adopt Mr. Moses suggestion and that other communities may follow suit, until no child not physically or mentally unable will be permitted to remain out of school at any time when the school of its community is in session. Let teachers and the friends of children everywhere labor to this end unceasingly.

Pres. Winston is making arrangements to carry the students of the Agricultural and Mechanical College to Newbern, Oconeeche, Pinehurst and Biltmore, to observe and study the trucking, fruit-growing, cattle raising, etc., at these places. Mr. Vanderbilt offers $50 for prizes to those students who on the occasion of the visit to Biltmore show themselves the best judges of cattle and swine.

In Germany such trips are quite common in schools of all grades and all kinds. No part of the school work is more valuable. We would like to see this a common practice here. Suppose every child of fifth grade advancement could spend two or three days in our State Museum guided by its teacher and those in charge of the Museum. More knowledge of the state would be gained in these three days than is usually gained by many weeks of study from books. The German railroads give such school parties a rate which, we believe, is much less than one cent a mile, and the inns give correspondingly low rates for meals and lodging. indeed a trip lasting a week and extending over several hundred miles may be made at a cost of only two or three dollars for each student.

With a white population only about one-half that of North Carolina and an assessed property valuation less than four-fifths that of North Carolina, Mississippi appropriates directly from the State treasury $1,000,000 annually for the next two years for her public schools. This amount will be distributed to the counties and districts on the basis of school population, and will give not less than $2.00 for each child of school age. In adition to this, various counties and school districts raise about $250,000 annually by local taxation, thus making $1,250,000 for public schools, about $2.50 for every child of school age, black or white. (The effort to reduce the educational advantages of the negro children failed gloriously and for the eternal good of the state.) In addition to this public school fund the State apropriates about $250,000 annually to institutions of higher learning, and the legislature of the State has just passed a bill appropriating $40,000 to establish a textile department at the Agricultural and Mechanical College. Our legislature doubted whether $10,000 could be used profitably in this way in North Carolina, and some able editors seemed to be quite sure it would help only the rich. The average *per capita* wealth in Mississippi may now be somewhat less than in North Carolina; but if the support of schools of all grades contiues in their present ratio in the two states for fifteen years, the comparative wealth of the states will assume the ratio of the school fund. It is a law as universal as that of gravitation. Other factors count for little in comparison.

At its recent session the General Assembly of South Carolina appropriated for the support of Winthrop Normal and Industrial College for the next year $33,000 and an additional $5,450 to help pay the expenses of 124 young women holding scholarships, making a total of $38,450 for the year. They also made a special appropriation of $35,000 for additional buildings,—a dormitory and a building for the practice school. President Johnson writes us that this last is to be a "model in every particular—in heating, lighting, ventilation, seating and equipment, and with plenty of room to accommodate a complete graded school—to grade from the Kindergarten into the freshman class of the colleges;" and he adds, "such a school does much to fix in the minds of the teachers and people generally the distinctive character of the college which constitutes its strongest claim to public support—that of a teacher-training institution for the common schools of the state in conjunction with industrial training." Well said. A building will also be erected especially adapted for teaching art, photography, designing, etc.

Before this last appropriation was made, the state had already appropriated for buildings and equipment $165,000 and the labor of 100 convicts for three years. This does not include the $65,000 given by Rock Hill, we believe. The buildings are magnificent.

And yet the total population of South Carolina is only about two-thirds that of North Carolina—the white population of the former is not more than half that of the latter. And these appropriations to higher schools (and there are others) are not made at the expense of the elementary schools. The State guarantees every school district in the state three dollars a year for each child of school age, and more than 100 districts levy an additional tax of from ten to thirty cents on each hundred dollars worth of property.

Are not the South Carolina people doing wisely? And may not we, in North Carolina, profit by their example?

How the School Fund of one State is Raised.

Here is the way the people of California go about raising a public school fund:

(1) The State levics a direct tax, which may not be less than sufficient to raise an amount equal to $7.00 for every child of school age; a $2 poll-tax and other taxes and appropriations raise this to $9.43 for each child. (2.) Each county is required to levy a county school tax which shall not be less than sufficient to raise an amount equal to $6.00 for every child of school age. From these sources is raised a minimum of $15.43 for each child. (3) If this is not sufficient to run the schools the required time (the average length of school term is 172.4 days), any school district may vote an additional tax of 30 cents on each $100 of taxable property. Any school district may also levy an additional tax of 30 cents on each $100 of taxable property. Any school district may also levy an additional tax of 70 cents on each $100 for erecting or repairing school houses.

In this way California, with a school population of 355,000 (ours is 620,000), has an annual public school fund of $6,000,000 and public school property worth $17,500,000.

The last ten years has seen no war between any two first class nations of the world. Yet, if the two or three billions of dollars which have been been spent in actual warfare and the immense sums which in all countries have been spent in maintaining standing armies and navies and in paying pensions made necesary by old wars could have been turned into the right channels of education, every child in the civilized world might have had a good ten months school within easy reach of his home, taught by a thoroughly trained teacher, and every community of one thousand or more inhabitants might have had a good high school well equipped for all the demands of modern education as given in the best secondary schools of the world. In addition to this, there might have been ample provisions for college education for all who could be induced to enter college, and well equipped institutions for every kind of professional and technical instruction for the whole mass of people. Some day the Christian nations of the world will learn that there is a better way of spending their money and energies than in preparation for destruction. Well does Longfellow say,

> "Were half the power that fills the world with terror,
> Were half the wealth bestowed on camps and courts,
> Given to redeem the human mind from error,
> There were no need for arsenals and forts."

Congress has appropriated $145,000,000 for federal pensions the ensuing year,—purely a war tax. North Carolina's part of this would, if collected in the state and applied to schools, add $2,000,000 to our common school fund, making it more than three times as large as it now is, give each county in the state $10,000 for public high schools, and leave $500,000 for colleges and technical schools. And this pension tax we pay annually, and with apparent willingness, a generation after the close of the war in which most of the pensions have their origin.

Massachusetts has 262 public high schools, with 1,440 teachers, and 40,003 pupils, which is fully 25 per cent of all children of high school age in the state. It must be remembered also that these are real high schools with proper equipment, one or more courses of four years in length, and annual sessions of forty weeks, exclusive of holidays. In addition to these, there are 56 incorporated academies in the state, with 5523 students. The school population of Massachusetts is not quite so large as that of North Carolina.

Minnesota has a state inspector of high schools and grants $800 annually directly from the treasury to such schools as fulfil the legal requirements for state high schools.

The textile school at Clemson College, which opened its doors to students in the fall of 1898, the first school of its kind in the South, has been so successful that it is now planned to increase the size of the building and put in machinery for the manufacture of all kinds of fabrics, such as wool, silks, etc. The building cost $15,000, and the present worth of equipment is about $30,000. The course of instruction covers four years, and provides (1) a good general education; (2) special study of the special subject; (3) special training in different departments of textile work.

In order to capture the great body of Russian trade, the commercial schools of Berlin have introduced into their curriculum the study of the Russian language. This is another illustration of the means by which Germany has put herself in the front of educational progress and is rapidly assuming the first place in commercial importance.

Dr. D. K. Pearson, of Chicago, has recently distributed another $500,000 among the colleges of the United States, this amount being divided among fourteen colleges. Dr. Pearson has already given $2,500,000, and purposes distributing the remaining $1,500,000 of his fortune in the same way. $50,000 of this last distribution came to Berea College, Kentucky.

In the February number of the *Educational Review*, Edwin P. Seaver, superintendent of the schools of Boston, writing of the high school of the twentieth century, says: "One uniform course of study, judiciously composed of a little history, a little mathematics, a little foreign language, a little natural science, a little of the fine arts, and a little of whatever else may be considered important for an educated person to know, will no longer be our educational fetich," and he then goes on to show that this future school will obtain better results by letting each student follow the leading of his or her interest to an extent sufficient to produce some degree of real culture through this medium.

An interesting exhibit, and one very valuable from an educational standpoint, will be that of the Charleston Exposition in the fall of 1901, in which will be shown the history of the cultivation and manufacture of cotton from the time the first shipment was made to Europe, in 1784, down to the present time. All teachers who can, should see this; those who cannot, should secure pictures of it.

It is no man's business whether he has genius or not; work he must, whatever he is, but quietly and steadily; and the natural and unforced results of such work will be always the thing God meant him to do, and will be his best. No agonies or heart-rendings will enable him to do any better. If he is a great man they will be great things, but always, if thus peacefully done, good and right; always, if restlessly and ambitiously done, false, hollow and despicable.—*John Ruskin.*

What Shall Be Taught in Arithmetic?

A committee recently appointed by the Association of City Superintendents of South Carolina to determine what subjects, if any, may be omitted from the study of arithmetic without injury to the school course, has made a very valuable report, of which the following is a brief summary. The only fault we find with it is that it does not go far enough. The conglomeration of arithmetic, geometry, algebra, geography, odds and ends of business law, and various kinds of general information usually treated under the title Arithmetic needs a more radical readjustment than this committee has seen fit to undertake, but the report is a step in the right direction.

The committee recommends that there should be two courses. That intended for all who go through the common schools should have practical utility for its main purpose, and should rigidly exclude everything not needed for that purpose. A second course, for pupils of the high schools and for prospective teachers, should provide for the study of arithmetic as a science, with special reference to underlying principles. Tables of weights and measures and much else that is valuable chiefly as reference matter, should be taken from the body of the book and brought together in a supplement. All numerical puzzles, such as do not arise in actual business, should be excluded.

The report recommends the shortening of the first course in the following particulars: Omit casting out elevens as a test of correctness. Give little attention to fractions with large denominators. Omit greatest common divisor and all but the simplest cases of least common multiple. Postpone circulating decimals to the higher course. Relegate to the supplement troy weight and apothecaries' weight and measure and all foreign currencies except English, and omit antiquated units from other tables. Simplify com-

pound addition, subtraction, multiplication and division. Give much less time to denominate fractions. Omit all measurements peculiar to particular trades or professions. Omit all except the three fundamental cases of percentage, and postpone to the high school all their applications except the simplest. True discount, exchange, stocks and bonds, insurance, annual interest, savings bank accounts, equation of payments, and the so-called "problems" in interest will thus be postponed. Teach only one method of interest. Omit all percentage problems not arising in actual business transactions. Postpone cube root. Omit the progressions. Omit compound proportion as a separate head. In mensuration omit all rules not of practical application in ordinary life. Commit to memory only the formulas for the circumference and area of the circle and for the surface and volume of the sphere.

The committee consisted of Professor Patterson Wardlaw, and Superintendents E. S. Dreher and Frank Evans.

Homer in the Intermediate Grades.

I had long believed that the reading matter given children for their daily lessons in school should be such as is most worth reading, not for vocal drill alone, but for its literary merit,—the great stories of the world in prose and verse. More than twelve years ago I had replaced those scrap-books of varying degrees of unfitness known as Readers with real books, from Grimm's fairy stories and Robinson Crusoe to Ivanhoe, Macbeth, the Marble Faun, and Dante's Inferno; but, for some reason now difficult to understand, I did not venture to put the Iliad and the Odyssey complete into the hands of the children. I knew they were the greatest stories for boys and girls ever written; and I would probably have agreed that Homer had told the stories as simply and attractively as Church, Kingsley or Clarke. Certainly I preferred for my own reading a good English translation, like that of Bryant, to any of the condensations made for school use. Yet, for years, I kept these inimitable stories, the best ever written for children or grown up people, out of the class-room in their best English dress and supplied these epitomes instead. Probably I did not fully realize then that epitomes are as truly the abominations of literature as of history, and even more. I may also have supposed that the language of Bryant's Iliad and Odyssey was too difficult for children of the grammar grades.

But after examining the books carefully and comparing the language with a Fourth Reader, I decided that any child who could read Holmes' Fourth Reader could read Bryant's Iliad or Odyssey. So, last year I ordered two dozen copies of the Iliad and put them in the hands of the sixth grade of the practice school connected with the Normal and Industrial College. These children, about twelve years old, knew something already of Greek life, history and mythology, having read Baldwin's Old Greek Stories in the third grade, Cook's Story of Ulysses in the fourth, Guerber's Story of the Greeks in the fifth, and Clarke's Story of Troy in the first part of the sixth. Each of these books had been read very carefully, after the plan outlined in a previous number of this journal, and the children were thus prepared to understand the allusions and grasp the imagery of the poem in a way they could not have done without this preparation.

Though I did not teach the class myself, I watched the experiment with much interest as teacher and pupils entered into the story, and the character and deeds of Agamemnon, Menelaus, Ulysses, Achilles, Nestor, Diomed, Ajax Oïleus, Ajax Telamon, Hector, Paris, and the rest became familiar to them, and the plot developed from day to day. It was not long till they began to show an appreciation of the literary excellence of the poem. They began to enjoy the descriptive parts and to delight in Homer's use of adjectives. The figures of speech—even the most fully developed similes—gave them pleasure. They took sides in the war and in each particular battle. They became interested in the various chieftains, their hosts, the equipment of these and the districts from which they came. The catalogue of ships, which was written out on large sheets of paper and put up on the wall for reference, was soon known almost by heart. Passages like those describing the parting of Hector and Andromache and the fashioning of the shield which Vulcan made for Achilles were dwelt on and repeated with full appreciation of their beauty. In short, at the end of the session, when they had finished the poem, they knew it and loved it better than thousands of college bred men and women, even though these may have read it in the original Greek and—parsed it.

This year these children, now in the seventh grade, are reading Bryant's Odyssey, and when this is finished they will read Cranch's translation

of the Aeneid. Other classes will read these books in the same order. At first I thought the Odyssey should be read first, but I was wrong; the Iliad is as interesting for children as the Odyssey and just as easily read. The natural order is the right order for reading.

We use the the Student's edition of these books, published by Houghton, Mifflin & Co. at $1.00. The type and the paging are the same as in their $2.50 editions of the same books, the paper is good and the binding a good strong cloth. I do not know where else 750 pages of reading matter so well printed and bound can be had for money, to say nothing of its excellence. If you are looking for reading matter for any grade above the fifth you can not do better than to order these books. When your children have read them you will know they have read under your direction a good part of the best the world has to offer, and may feel sure they have something of that indefinable culture attainable in no other way. In a future number I wish to show how these books are read in class.

C.

Lessons in Elementary Arithmetic.

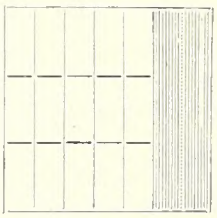
ADDITION, SUBTRACTION AND COMPARISON OF FRACTIONS.

Divide a sheet of paper into eight pieces. What is one of the pieces called? Put three of the pieces in one group and two in another; what have you in each group? Now put the two groups together. Three pieces of paper and two pieces of paper are how many? Three of any thing and two of the same thing are how many? Five of what? (Five of that thing) Three eights and two eights are how many? In the same way put together 4 sevenths and 2 sevenths; 3 tenths and 4 tenths and 2 tenths; 7 twelfths and 5 twelfths.

Tear one sheet of paper into fourths, another into eighths; put three fourths in one group and five eighths in another. Now put the two groups together; what have you? Why can't you count them together? (Long ago we learned that Arithmetic counts only things of the same kind.) What must be done with these pieces before we can count them together? (They must be made alike. Each sheet of paper must be divided into the same number of pieces.) Can you make three eighths into fourths? Then, can you make fourths into eighths? If you have begun by dividing a sheet into four pieces, how can you then make it into eight? One of the larger pieces makes how many of the smaller? The three in one group make how many? Now what have we in each group? (Six eighths and three eighths.) Can these be counted together? How many? Nine of what? How can you put together two thirds and three fourths? What must first be done? (The pieces of each set must be so subdivided that they will be of the same size,—that the wholes will be divided into an equal number of pieces.) Into what may both halves and thirds be divided? How? How many of these twelfths will two thirds make? Three fourths? How many twelfths in both?

Make a rule for adding fractions. (Add fractions as whole numbers, first changing unlike fractions to like fractions by the necessary subdivision.)

Divide a sheet of paper into seven parts and put five of these parts in a group; what have you? (Five sevenths.) Take three sevenths from this group; what is left?



Divide a sheet into sevenths and put five in a group. From this take two thirds of a sheet. Can you take what is not there? Then what must you do? (Subdivide the sevenths so that the smaller parts may be recombined into thirds. Note that you have no thirds to be subdivided; but, as it is thirds you want to take away, you must first subdivide what you have and combine these parts into thirds, using as many of them as necessary to make the two thirds.) Having first divided the sheet into sevenths, it may afterwards be subdivided into fourteenths, twenty-firsts, twenty-eighths, etc. Which of these may be made into thirds (three equal groups)? The five sevenths make how many twenty-firsts? Having divided the sheet into twenty-one pieces, how can these be grouped into three equal groups? (Seven in each.) Then, how many twenty-firsts make a third? How many does it take to make the two thirds you want to take. Your five sevenths made fifteen twenty-firsts; fifteen twenty-firsts less these fourteen twenty-firsts are how many?

Make a rule for subtraction of fractions. (Subtract as in whole numbers. If you wish to take fractions of a size different from those in the group, subdivide the fractions of the group into fractions of the size you wish to take or into such fractions as may be combined to make these.)

Place five sevenths of a sheet of paper in one group and three sevenths in another; what is the

difference between the groups? The difference between five of any thing and two of the same thing is what?

Place five sevenths of a sheet in one group and two thirds in another; what is the difference? Can you compare sevenths and thirds? What must first be done? (The parts must first be subdivided so as to make like fractions.) What may both sevenths and thirds be made into? (Note that here you have *both sevenths and thirds* to be reduced to the same denomination by subdivision. This was not true in subtraction.) Five sevenths make how many twenty-firsts? Two thirds make how many twenty-firsts? The difference between fifteen and fourteen is what? $\frac{15}{21} > \frac{14}{21} = \frac{1}{21}$.

Make a rule for comparison of fractions. (Compare fractions as whole numbers, first making unlike fractions like by subdivision.)

Hints for Teaching Reading by the Phonic Method.

In the February number of this journal were given suggestions for teaching the simple sounds of the single letters. Most teachers will find no difficulty with this; but, when they come to deal with combinations of letters and modified sounds, many fail to see any way to avoid using some of the various devices of marking once so popular in all First Readers and still found in many schools. They think they must tell the children of "long and short sounds," "third sounds," "broad sounds," etc., and mark all "silent letters." All this is well enough for the dictionary, which the child should be taught to use as early as possible, but it has nothing to do with learning to read. It is the purpose of this article and the following to show how all this may be avoided and the child taught to read most other words as readily as those of the kind given in the February lists.

Ask the children to pronounce *mat.* How many sounds? What are they? Pronounce *mate.* How many sounds? What are they? Write the two words on the board thus { m a t / m a t e. Sound each through again. What is the first sound in each? The last sound in each? What is the middle sound in *mat?* What makes (stands for) this sound? Yes, *a* (letter) says *a* (the sound in mat). What is the middle sound in *mate?* What makes this sound? What do you see in this word that you do not see in *mat?* How many letters has it? How many sounds? What use is the *e* at the end? Let's try another word; spell (by sound) *can.* How many sounds? What are they? Spell (always by sound) *cane.* How many sounds? What are they? Write these words as before { c a n / c a n e. What is the first sound in each? The last? The middle sound in *can*? What says this? The middle sound in *cane?* But doesn't *a* (letter) say *a* (short)? What is the difference between the two written words? What do you think says *a* (long)? Many of the children will answer *a* with the *e* at the end of the word (a e). Now write on the board the words of list (1) and others of the same kind, and let the children see their discovery is correct.

Follow the same plan with b i t and b i t e, p i n and p i n e, finding the value of i e; with n o t and n o t e, h o p and h o p e, finding the value of o e; with t u b and t u b e, finding the value of u e; with m e t and m e t e, finding the value of e e. Most children will see the law quickly.

Sound cat. What does *c* say? Now sound *face.* (Teacher writes it on board thus: f a ce.) Sound *lace.* (Teacher writes l a ce. The child's first spelling by sound should always be before it sees the word written. Then it attempts to match spoken sounds and letters of written word.) What does *c* say when followed by *e?*

Sound *got;* what does *g* say? Now sound *cage* and *age.* (Treat as above.) What does *g* say when followed by *e?* (This is always true at the end of a word.)

Sound the word *tack.* How many sounds? What are they? (Teacher writes thus: t a c k.) What does ck say? (Treat in the same way other combinations making one sound, always letting the children discover the sounds for themselves. This is a fundamental principle which must never be disregarded.)

Lists of words for use in teaching sounds of combinations of letters representing single sounds or closely blended sounds.

m a t e	b i t e	n o t e	m u t e	m e t e
c a n e	p i n e	h o p e	t u b e	h e r e
a e	i e	o e	u e	e e
f a t e	f i n e	m o p e	m u l e	m e r e
f a d e	h i d e	m o r e	t u n e	s e r e
f a c e	c a g e	t a c k	c h i p	m a t c h
l a c e	a g e	r o c k	c h o p	c a t c h
c e	g e	c k	c h	t c h
i c e	p a g e	d u c k	r i c h	d i t c h
m i c e	h u g e	n e c k	c h i c k	e t c h

sh i p	wh e n	th i n	th i s	b ee
sh	wh	th*	th*	ee
sh o p	wh i ch	th i ck	th a t	ch ee k
f i sh	wh y	th r ee	th e s e	d ee r
sh o ck	wh i t e	m o th	b a th e	ch ee r
m oo n	c oo k	s ai l	s ay	ea t
oo*	oo*	ai	ay	ea
f oo d	l oo k	n ai l	d ay	t ea ch
s oo n	n oo k	ch ai n	m ay	p ea ce
r oo m	t oo k	p ai d	h ay	sh ea r
c aw	h au l	oa k	oi l	c ow
aw	au	oa	oi	ow*
h aw k	f au l t	s oa k	b oi l	n ow
d aw n	s au ce	c oa ch	c oi l	ow l
f aw n	P au l	r oa r	s oi l	t ow n
m ow*	ou t	f ew	p ie	th ie f
ow	ou	ew	ie	ch ie f
sh ow	ou r	d ew	t ie	p ie ce
g r ow	f ou n d	n ew	l ie	l ie ge
b l ow	b ou n ce	ch ew	f ie	l ie f

* Many teachers will want to ask what is to be done when the same combination has more than one sound. How will the child know which sound to give it in the word it is trying to read? A sufficient answer is that at this stage the child will attempt to read very few words not already known to it as spoken words. It will try one sound and, if it does not yield a known word, it will try another. At this stage correct pronunciation is not learned so much from the printed word in the book as from the teacher.

The Spelling Lesson.

NETTIE M. ALLEN, STATE NORMAL AND INDUSTRIAL COLLEGE.

In the ordinary text book of spelling for the fifth grade there is no special arrangement of words according to sound. If the words to be spelled are chosen miscellaneously, why not choose them from some reading or history lesson rather than give those having no relation to anything? Believing this brings about better results, I select a list of words from some of the regular lessons for the day, most often from the story to be worked over in the language lesson. Then again it may be a certain paragraph from the reading lesson, as in this case.

The lesson has been about "Hiawatha and Mudjekeewis." I assign for special study the lines describing Hiawatha as he goes out to fight Mudjekeewis.

"From his lodge went Hiawatha,
Dressed for travel, armed for hunting;
Dressed in deer-skin shirt and leggings,
Richly wrought with quills and wampum,
On his head his eagle-feathers,
Round his waist his belt of wampum,
In his hand his bow of ash-wood,
Strung with sinews of the reindeer;
In his quiver oaken arrows,
Tipped with jasper, winged with feathers;
With his mittens, Minjekahwun,
With his moccasins enchanted."

A list of the most difficult words is written out for special study, but the pupils are held responsible for all words in the selection. Already, while reading the lesson, the meaning of new words has been brought out,—another good reason for using these for drill just now.

To make sure the meaning of the words is clear, have pupils make sentences, using words as in the selection and also in original sentences.

Having mastered the meaning of the words, how can pupils be helped to learn to spell them? Proper pronunciation and sylabication are the basis of good spelling, we all admit. Write the list of words on the board, *not* divided into syllables. The teacher pronounces each word very distinctly, and lets individual pupils pronounce after her, or the class may pronounce in concert. Let the pupils decide how to divide words into syllables, and the division made should be indicated, as *moc ca sins*. Go over list again, looking at each word thus divided and have *every one* spelled orally, each syllable being *pronounced*. Erase words from the board and give oral drill on words, requiring pupils to *pronounce* word first, then spell by syllables, pronouncing each syllable. As a further drill, have children carefully copy in their note-books the selection just as it is in the text-book, noting all punctuation. Now they are prepared for the written test. The teacher dictates the selection, one line at a time, and pupils copy in note-books. When it is finished, let pupils compare their *own* work with text, correcting any errors and reporting on same. All misspelled words should be reported and a special drill given on them to the entire class.

From experience I know that pupils make perfect recitations in the majority of cases on a lesson thus prepared. I remember when I thought the purpose of a spelling lessons was rather to see if a child could be "caught napping" on a word than to make sure he knew the word before attempting to write it. If *possible*, a child should never write a word incorrectly; therefore, much drill is necessary before he is required to write it.

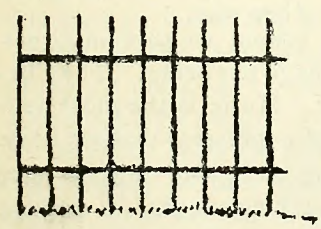
Lessons in Drawing.

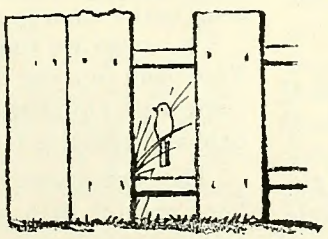
A. C. WEBB, NASHVILLE, TENN., ASSOCIATE AUTHOR OF PRACTICAL DRAWING.

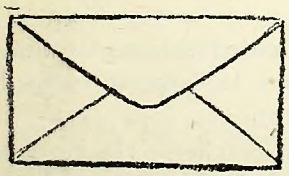
To a primary pupil nothing is too difficult to draw. He will attempt the outlines of a locomotive or an ocean steamer with as much confidence in his ability to finish it up correctly as he would a much simpler object.

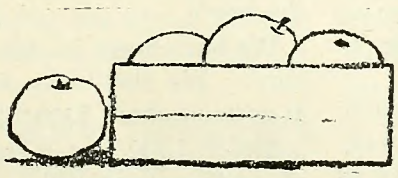
It really matters but little what beginners draw so long as it is something which interests them. If the aim were to get pretty results on paper, doubtless many drawings made by pupils of all ages would be failures; but since the prime object of teaching drawing in public schools is the development of the perceptive and reproductive faculties of the child, the teacher should not worry because the work of the primary pupils appears crude and imperfect. When drawing was first introduced into public schools the entire work consisted in copying geometric figures and learning their names. The result was that little progress was made beyond getting pretty lines and lifeless pictures. Some prominent educators, seeing that the results were unsatisfactory, began to cry, "No copying. Let all work be done from the object." This was as great an extreme as the former method, and there are now but few, or none, who will not agree that the results can be secured by combining the two methods.

The practice from the flat copy gives training to the eye and hand and helps to teach fundamental principles, while the work from the object gives practice in the application of the principles learned.



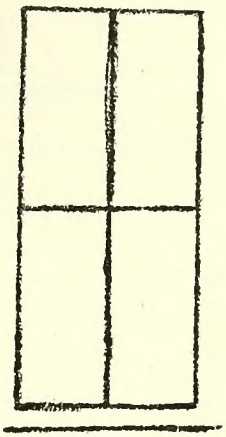


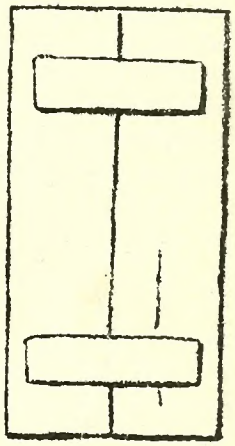




The simple outlines of familiar objects are interesting and helpful things to draw, because they are easily understood and because they recall pleasant recollections. Every drawing lesson should also be a lesson in language. If the children are drawing a fence, let them describe the fence around their home. Compare the fence around the school house, if it happens to have one, with the fence on the opposite side of the road. Study and talk about different kinds of fence, and draw some of them on slates, paper or blackboard.





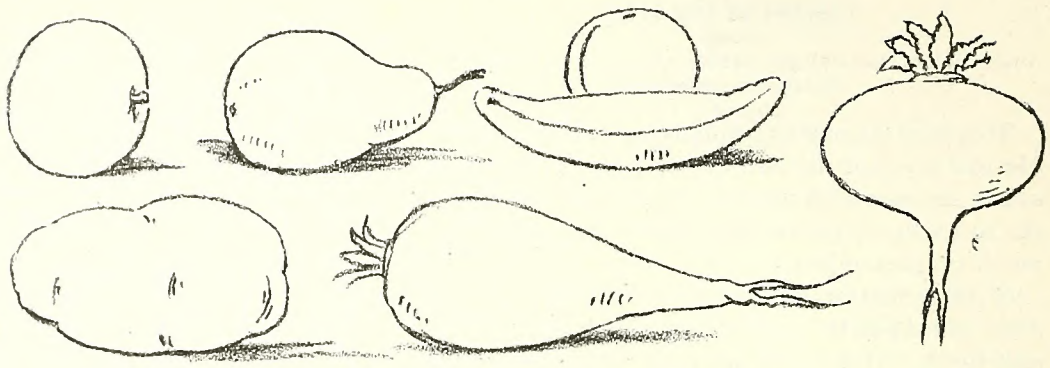


To draw the picket fence above, draw first the two horizontal lines any desired length, then draw end pickets, next the middle one, then by bisecting the distances between middle and ends, locate the the remaining pickets. The little bird looking through the hole in the plank fence is drawn simply to add interest to the picture. Such a device as this must always be made secondary. Remember that the fence is the main object to be drawn, not the bird.

The envelope and the box of apples are so simple that no special instruction is necessary, and the same may be said in regard to the ladder, window and door.

All vertical lines should be drawn from the top downward, and horizontal lines from left to right. The long vertical lines should be drawn first, then the horizontal ends, and, afterwards, the lines inside.

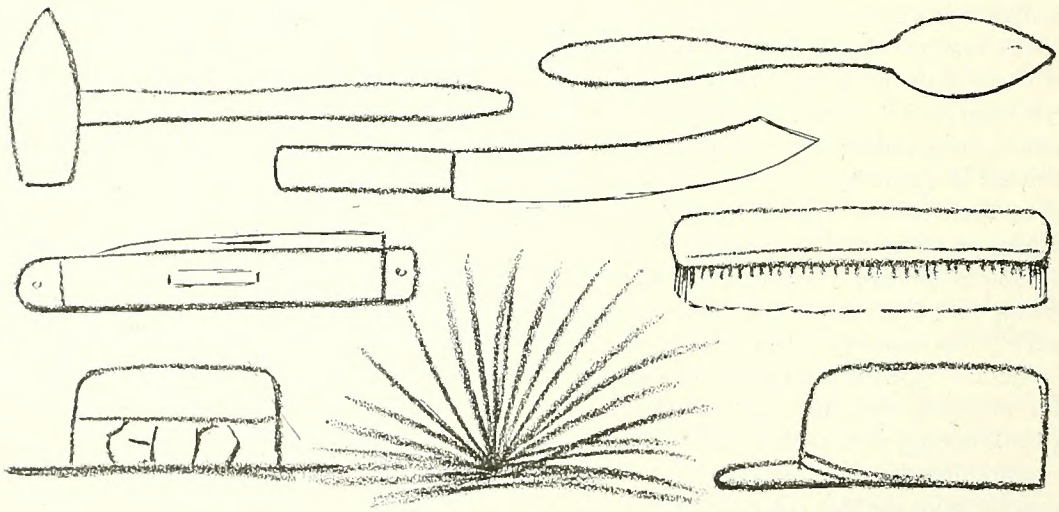
Children always like to draw things that are good to eat. Practice on such simple objects as shown in the following, both copy and from the real object. Don't be afraid to bring a potato or turnip to school to draw from. When children find that they can get even a resemblance to an object their interest has increased both in drawing and in the object drawn.



Drawings should be made large. Those near the full size of the fruits and vegetables are best.

Tools, knives, brooms, brushes, wearing apparel — in fact almost any and everything found about our homes make good subjects for drawing lessons.

To learn to draw one must draw. Any one who will earnestly practice can learn to draw hundreds of such familiar objects as are here represented



Music in Concord Graded Schools.*

SUPT. C. S. COLER.

Music is the meat of the sandwich. We sing at church, we sing at prayer-meeting, we sing at Sunday-school, we sing at lodge, we sing at revivals, we sing at camp-meeting, we sing at the picnic, we sing at the fireside and in the social circle. We have music when we are christened, we have music when we are married, we have music when we are buried. It would seem that music ought to have a place in the school.

It develops the emotions, it inspires to action. It breaks the monotony of routine work. It awakens the mind, it drives away the blues. Love of country, love of friends, love of kindred, love of nature, love of truth and beauty can be taught in song better than in any other way.

The songs we sing at school we seldom forget. They sink into the depths of our being. They become a part of character. Music is the most delicate and effective form of expression that we have.

The achievements of song—of music—have been greater than the achievements of oratory. Oratory may convince the mind; mucsic touches the heart.

We have music in the graded schools of Concord. We should be sorry to have it dropped. It costs us about $350 a year.

Mr. R. L. Kesler is our teacher. He teaches the rudiments as well as the songs. We use "The Wreath Music Books" as texts. Teachers, pupils, parents, visitors—everybody appreciates the music.

* This brief letter has been sent to the JOURNAL in reply to a request for some statement of the music work in the Concord Schools.

School-Room Decoration at Asheville.

MISS IRENE M'LOUD, ORANGE STREET SCHOOL.

No better school-room motto could be found than these words, "Whatsoever things are lovely, think on these things." More and more we demand strength of character in the teacher, we are throwing aside, as worthless, text-books whose companionship will not be an inspiration, but I fear we have been over-careless in regard to the kinds of pictures that have found place upon our school-room walls. They are the silent companions whose influence may grow from more to more and, with proper care, prove a strong power for good in character growth.

Teach a child to love beauty of thought, word and deed, and you have put that into his life which no after baseness can completely corrupt. Surround him with well chosen masterpieces of art, lead him to care for these, and you are creating in him an unconscious distaste for things out of harmony, a longing after the beautiful and true.

The present interest in making more attractive our rooms at Orange street began in a donation of Perry pictures. Each room already had at least one or two good pictures, but we needed more. The children gladly brought their pennies to pay for the frames, and some attractive groups appeared on the walls.

Then the school board graciously set aside a sum to be used for pictures, and at the same time tinted the walls to make a more harmonious back ground. Prizes, in the shape of tastefully framed reproductions of masterpieces, were offered to the grades having the best per cent of attendance, and all of the tuition money from non-resident pupils was used for decorative purposes.

Interest was thus thoroughly aroused, and the rooms assumed most pleasing aspects as the children themselves began to spend their own money on carefully selected pictures,—one grade alone contributing several dollars. Unsightly blackboards were hidden from view by curtains, and now, though we have taken but a few steps towards our ideal, the whole building has about it an air of refinement that is helpful and gratifying alike to teacher and pupil.

[A private letter from Miss McLoud informs us that an entertainment on the 22nd of February netted about $55, which will be expended for pictures for the rooms of the lower grades. Other entertainments are to be given for the same purpose.—Ed.]

The object of education is to overcome ignorance and eradicate sin.—*Mrs. Electra Semmes Colston.*

The Olivia Raney Library.

EDWARD P. MOSES, SUPERINTENDENT OF SCHOOLS, RALEIGH, N. C.

Twenty-two years ago, a youth of eighteen, ambitious to go to college, but without the means to gratify that ambition, left his country home to seek employment in Raleigh, and succeeded in getting a position as night clerk at the hotel. At the age of forty, having accumlated a comfortable fortune of thirty-five thousand dollars, with the moral heroism of a Francis of Assisi, he has given it all away to the people of the city as a memorial to the noble woman who for less than two short years bore his name and glorified his life.

Teachers, as a class, are vitally interested in public libraries. Therefore, it seemed proper to ask Mr. Raney to give the readers of the Journal of Education definite information about the library and the leading facts of his own life. Modest as a woman, he shrinks from notoriety. He yielded with reluctance to the request for the information desired and for his picture for the first page, and then only in deference to my contention that, by virtue of his benefaction, he had become a public man, and upon my promise that I would write nothing fulsome—a promise I shall strive to keep.

The purposes of the library are clearly set forth in the charter, from which I quote as follows :

The General Assembly of North Carolina do enact:

SECTION I. "That Richard H Battle, Joseph G. Brown, Joseph B. Cheshire, Jr., Bryan G. Cowper, Frank B. Dancy, John C. Drewry, William B. Grimes, Frank P. Haywood, Jr., Herbert W. Jackson, Wesley N. Jones, Matthias M. Marshall, Samuel F. Mordecai, Charles W. Raney, Richard B. Raney, and Gustave Rosenthal and their successors be and they are hereby created a body corporate by the name of the "Olivia Raney Library," and by that name may sue and be sued, may have a common seal, may receive and hold real estate to the value thirty thousand dollars in the city of Raleigh, N. C., * * * and may acquire, receive, and hold property, money, choses in action to the value and amount of thirty thousand dollars." * * *

SECTION II. "The powers, purpose, and duties of said corporation shall be as follows: To establish and maintain a free library for the use, without any charge whatever, of the white citizens of the city of Raleigh, and to that end said corpora-

tion may acquire real estate as hereinafter provided and construct and maintain thereon a suitable building or buildings for a library, and may let such portion or portions of such building or buildings as may be unnecessary for the library, to other persons, and appropriate the rents and profits derived from such letting, to the maintenance and current expenses of the library. The said corporation may apply the personal estate it may acquire as is hereinbefore provided to the proper furnishing, equipment, and maintenance of the library, including current expenses of the corporation, and may invest its money in interest-bearing securities to such extent as to provide a suitable income to defray the necessary expenses of maintaining said library; may extend the privileges of said library to white persons who may visit the city of Raleigh, under such circumstances and reasonable regulations as the said corporation may prescribe in its by-laws; but no charge shall be made for the use of said library by such visitors."

The library building, now nearing completion, overlooks the capital grounds to the east. The lot is the best for the purpose in the whole city. The building is forty-five by ninety-one feet and is three stories in height, exclusive of the basement. Windows are placed on three sides of the building. The walls are of pressed brick, cream color. The roof is of red tiles, Conosera pattern. This roof is much used in tropical countries, as it is indestructible and water-tight and greatly moderates the heat of the rooms in summer. In addition to these advantages, its color enhances the beauty of the structure. The trimmings of the walls are of ornamental bricks, terra cotta, and brownstone. The entrance to the library is of the Corinthian Doric order, executed in brownstone.

The library and reading room are on the second floor. The room is sixty-two by forty two feet. The books will be placed in metal stacks against the wall, and will be open to the public. Mr. Raney will place about five thousand volumes in the library in the beginning. He will consult with literary people about the selection of these books, which will represent all creeds and schools of thought. The card catalogue will be used and the Dewey decimal system of classification.

On the second floor, besides the library and reading-room, there will be a smoking-room for gentlemen, the librarian's office, and a reception room for ladies.

On the first floor there will be a handsome room for the trustees, the residence of the librarian, and two stores, the rent of which will be used by the trustees in defraying the expenses of the library.

On the third floor is the library music hall, the rent of which will be another source of income. This hall measures seventy-five by forty-two feet. It will be furnished with opera chairs for three hundred people. At the east end of this hall there have been built a stage and dressing rooms. At the west end are a ticket office and a reception room for gentlemen. This hall will be rented for church entertainments, local charities, amateur theattricals, lectures, &c.

The library room and music hall will be furnished with the most approved ventilating system. The building will be heated with steam and fireplaces, and will be furnished with full electric and gas system of lighting.

It is estimated that the reut of the stores on the first floor and of the music hall on the third floor will yield the library an income of fiifteen hundred dollars a year. Mr. Raney hopes to contribute as much in addition as may be necessary and to give a certain sum annually for the purchase of new books.

The reader will doubless be interested in the following figures.

Cost of building	$20,500
Heating System,	1,500
Lighting System,	1,000
Furniture,	2,500
Books,	5,000
Value of lot,	5.000
	$35,500

As the space at my disposal is necessarily limited, I must content myself with writing now only of the building and its equipment, and reserve for a succeding number of the JOURNAL a sketch of its generous founder and of her whose life of good deeds inspired this royal gift.

The Founding of Salem.

When the Brethren first settled Wachovia, it was their design to have one central town as their capital. But not until thirteen years after the settlement at Bethabara was this plan carried out. The founding of Salem, the capital town, is one of the most interesting of all our studies in local history, for Salem is a true type of a Moravian town; and by a careful study of this place, we can learn many characteristics of a Moravian settlement.

Fortunately, a great many of the original houses

are still standing in Salem, so, when we reached "The Founding of Salem" in our History of the Moravians, an excursion was made to the oldest house in Salem, a small log cabin, commonly known as the "the potter's shop." After the pupils had seen this place and found out all they could about it, "the settlement of Salem" was taught according to the following outline:

I. Why the settlement was made.
II. How the site was chosen.
III. The naming of the new town, { By whom. / Its meaning.
IV. Preparations for forming a settlement.
  a. The felling of the trees.
  b. The erection of a house.
V. The first house.
  a. Dimensions.
  b. What it was made of—size of logs—how put together.
  c. Description of the house, { The door. / No window. / No fire-place. / The roof.
VI. The first settlers, { Number. (8.) / Condition. / Where from. / Names.
VII. The journey from Bethabara, { Camping on "Flat Rock." / No trees,—why? / The wolves.
VIII. Arrival in Salem.
  a. Time.
  b. Why a settlement was made on this spot.
  c. The shooting of two deer.
  d. The first dinner in Salem.

The following points were brought out: the need of a capital town; the Moravians' peculiar custom of choosing by lot; the significance of the name "Salem;" the strength of the old house (the huge logs, etc.), a characteristic of the first houses in Salem; the tiled roofs (use of tiles, how fastened on); the founders of Salem, young, unmarried men, accustomed to manual labor, each having a special trade; why the first houses were built where they were (on account of the big trees, the Indians and trappers having burnt down the trees elsewhere).

Not far from our Graded School is the Flat Rock where the Brethren camped the night before they settled Salem. The children were taken to this Rock and, as they had but recently traveled over the old road from Bethabara, they were able to picture in their minds the journey of the eight brethren over the same roads, from Bethabara to the Rock and thence to Salem. They could imagine the dense woods, the howling of the wolves and the intense loneliness of the journey.

The next lesson, on "The Growth of Salem," was but the continuation of this one. Again the children were taken to Salem, this time to visit the second house, the site of the first store and chapel, and the "Square." The objects in these lessons were (1) to show the plan of Salem (the square in the center of the town with the church and the various religious houses grouped around), and (2) to give the class an idea of the early life in Salem. The following outline was used:

I. Surveying the square, Planting the trees: { Actual measurements. / Kinds of trees. / How planted.
II. Erecting the second house.
  a. Size, rooms, little windows, blinds.
  b. Fire-place in hall, closed staircase.
  c. Steep roof coming down and forming a porch.
III A store and a chapel in one building.
IV. The life of the first settlers.
  a Manner of living (in common.)
  b. Everything owned by the church.
  c. The deer hunts, chases after wild-cats.
  d. Visitors from Bethabara.
V. The growth of the town, caused by
  a. The arrival of the single Brethren.
  b. The arrival of the single Sisters.

The life of the first settlers formed a most interesting part of this lesson; for the children were allowed full play of their imagination in picturing the lonely life of the eight Brethren, working day after day, felling trees, building houses, clearing the ground and receiving no wages, but merely food and clothing, occasionally chasing wild-cats or hunting deer. A vivid picture was made of the arrival of the first company of single Brethren. The settlers busy at work in the woods hear the distant rumble of a heavy wagon, they throw down their axes and rush out to meet the wagon. How they shout when they find that the men have come to live with them. What a grand dinner they cook for their guests; how carefully they point out all the improvements they have made in the little town and show to their friends the houses now in construction. Then in the evening as they sit around the blazing fire, what stories the newly-arrived have to tell of their fearful journey from Pennsylvania! A month later a great stir is caused in the town by the arrival of sixteen sisters. What a picture this makes!

Thus each topic is discussed and visualized, and

when the lessons are over, the children have formed a true picture of Old Salem, and will forever take a deep interest in all that concerns the quaint old town; for they, with the brethren of old, have builded the town and watched its progress.

Nature-Study.

SUPERINTENDENT FRANK H. CURTISS, MOUNT AIRY, N. C.

"And Nature, the old nurse, took
The child upon her knee,
Saying, 'Here is a story-book
Thy Father has written for thee.' "

" 'Come, wander with me," she said,
"Into regions yet untrod,
And read what is still unread
In the manuscripts of God.' "

One of the most hopeful indications in the educational world of today is that teachers are coming to realize more and more the real meaning of what constitutes an education.

True education does not mean the mere mastery of books—the acquiring of a mass of undigested and unassimilated facts, a chronological arrangements of dates and events, which are meaningless to the child, and useless if not positively injurious. The teacher of the Gradgrind type is rapidly becoming a thing of the past. The real teacher of today is a rational being.

He realizes that all knowledge is not confined in text-books, but that there are grand and glorious lessons to learn everywhere in the world round about him. For him the springing blade, the bursting leaf, the blooming flower, the humming insect or the buzzing bee each has a lesson. The tiny rill, singing on its way, tells its story and teaches its mission. The earnest, thoughtful teacher ever strives to lead his pupils into higher walks and ever endeavors to cause them to see and appreciate the beautiful in nature,—to feel that many an instructive lesson may be learned from stone and running brook, from creeping thing and singing bird.

He is best educated who has been taught to observe his surroundings and to think out and solve the great problems for himself. To such a person, so trained and led to exercise his God-given faculties,

"Each moss, each shell,
Each crawling insect in the dust, holds a rank,
Important in the plans of Him
Who framed their state of being;
Holds a rank, which, lost, would break the chain
And leave behind a gap which Nature's self would rue."

There is no other subject which leads the child to observe for himself like the study of nature. I am perfectly well aware that, by some, *nature study* is regarded as a *fad*; the creation of a poetic brain,—attractive and entertaining, no doubt, but not at all practical.

To the thoughtful teacher, nature-study is the bed-rock upon which the superstructure of an education must be built; the foundation which must be laid that the education may be well-rounded and complete. Not only is this necessary that his knowledge of geography may be satisfactory, but for his knowledge of other subjects as well. What other subject is so multiform, so diversified, so many-sided? The study of nature necessarily involves the study of almost every other subject to be found in the curriculum of a well arranged and well conducted school. Does the child learn by observation of dew, frost, vapor, sunshine and storm? He is studying climatology. Does he wander along some brooklet and study its course, the formation and character of its banks, or does he study soils? He is studying elementary geography. Does he study plant life in leaf or flower or fruit? What is that but the study of botany? If he is interested in the habits and character of some insect, bird or animal, is he not laying the foundation for the later study of zoölogy? Does he pick up some pebble on the beach, or a rock from some quarry and try to read the story of its formation, what is he doing but studying the elements of geology? Does he study the starry heavens at night and try to trace the constellations? He is an astronomer in embryo. And thus we might continue to enumerate the many different subjects he is pursuing as he studies nature and learns the great lessons she teaches.

Truly, the subject of nature study is all-comprehensive, and who shall say that it is merely a *fad*, a *whim*, a useless and important thing? The primary object in this work is not to impart knowledge of nature, but to teach the pupil to observe, compare, think reason and express himself. In all education the chief object should be the development of the mental faculties. Pupils should be told only what they cannot discover for themselves.

The question is frequently asked by teachers—especially by those who are young or inexperi-

enced—how can I teach nature-work with no apparatus, herbarium, museum or text-books upon the subject? To correctly and successfully teach nature study but *two* things are necessary,—specimens and the ability to draw great but simple truths from them by the proper method. There is not a teacher who cannot and should not teach this subject.

A thoughtful and observant teacher who loves children and delights in watching these human flowers unfold their tiny petals and drink deep draughts of God's wisdom and love, just as the little flowers of earth, with uplifted faces turn toward the glorious sun and uphold their starry petals and become all-glorious in the sunlight of heaven, —such a teacher, I repeat, can do this work whether he have text book or not. Such a teacher will have no difficulty in making nature study interesting.

No better opportunity is offered anywhere for teaching this subject than that presented in the country school, and that teacher, who does not present the lessons which Mother Nature teaches all her children, is not living up to the glorious privileges he has and which he ought to enjoy. Nowhere else can such an abundance of material be found. All nature is ready to contribute. Here is a little wayside flower all bright and sparkling in the morning dew; there a leaf, a twig, or a branch; yonder some fruit, nut or grain. In the brook, where the water goes singing merrily on its way, a pebble, worn round and smooth by years and years of waiting, is ready to tell its story. There is such an abundance of material, turn where we will, that there is no excuse for not making this study one of the most interesting and instructive of all the subjects taught in our schools.

There is no reasonable excuse why these important lessons should go unlearned, and weary hours be spent in memorizing uninteresting and unimportant facts and figures. Nature-study takes the things at hand and endeavors to understand them without reference to the systematic order or relationships of the objects. It is wholly informal and unsystematic, as the objects are which one sees. The moment the teacher begins to teach the subject systematically or in accordance with some fixed plan, that moment he loses the real object to be attained.

Above all, let the work be informal just as nature herself is informal. To-day it is a stone or a shell or a bit of moss; to-morrow let it be a leaf, a twig or a flower. We do not find in nature all things classified into groups, but a happy diversity prevails everywhere. It should be thus with nature study. Subjects will present themselves. The only way to teach nature successfully is with no set course laid out. Bring in whatever object may be at hand, and set the pupils to *looking* at it and *thinking* of it.

It is not necessary that a certain hour be set apart for the presentation of this subject. Any interesting specimen in the hands of a wide awake, enthusiastic teacher can be made so full of interest that there need not be a dull pupil in the entire school. If the time is limited, a five-minute talk will accomplish wonders, provided the teacher has prepared himself to ask and answer questions.

If the teacher will pay more heed to nature study, if,

> "Eschewing books and tasks,
> Nature answers all he asks,
> Hand in hand with her he walks,
> Face to face with her he talks,"

then he cannot fail to arouse a deep and abiding love for, and interest in the subject, and, later on in the school course, geography will not be the dry and uninteresting subject it now too often is, but will be bright, attractive and interesting.

There is a world of beauty round about us, and it is the duty, as well as the privilege, of teachers to open blind eyes and let in the glorious sun-light of research and investigation.

Some Things to Be Remembered by Those Connected with the Public Schools.

S. C. COLER, SUPERINTENDENT CONCORD GRADED SCHOOLS.

I. THAT THE SCHOOLS ARE FOR THE CHILDREN.

It is difficult for some teachers to realize that they do not own the public schools, and that they are not run entirely for the benefit of teachers.

It is equally difficult for some boards of education to realize that the public schools do not belong to them, but that boards of education are only guardians, whose business it is to look to the best interests of the children.

It is when it is thought that public schools are for the teachers, for some policical party, for some church, or for some faction of society that trouble begins.

II. THAT THE SCHOOLS SHOULD BE SO CONDUCTED AS TO CONTRIBUTE THE GREATEST GOOD TO THE GREATEST NUMBER OF CHILDREN.

Public schools are not for the special benefit of a few influential families of the community, even if they happen to pay most of the taxes.

Courses of study should not be arranged nor classes conducted for the special benefit of the few bright pupils of the school, nor, on the other hand, for the slow and lazy ones alone.

III. THE IMPORTANCE OF EARLY EDUCATION AND TRAINING.

Another idea that should be kept in mind is that the first years of child life are of prime importance. Money invested in the kindergarten will pay better than the same amount invested in high schools. The child mind is wonderfully susceptible from two to six. Early impressions are effective and lasting. Too much of our education is a process of reformation rather than information. We need the kindergarten as an indispensable part of our graded school system.

In my judgment the incoming century will see two features of education emphasized more than they have ever been before. One of these will be Normal Training and the other will be the Kindergarten. "The kindergarten," says Frœbel, "begins upon the mother's lap, and the home must always form the starting point, the kernel of all human development." The kindergarten more than anything else will unite the home and the school. The kindergarten more than anything else helps to put down selfishness, to teach observation and love of nature, to cultivate gentle manners and self control, and "to subordinate the gratification of physical appetites to rational ends."

IV. THE IMPORTANCE OF HABIT IN RELATION TO EDUCATION.

Closely related to the kindergarten idea is that of Habit in relation to Education. Every teacher knows that, as a rule, more time has to be spent in breaking up bad habits than is afterwards required to form good ones. Habit is largely the result of repetition, and, more than anything else, it determines what we are. The habits of children in the home appear in the school. The habits of the school appear in society. Habits of society become fashions. Fashions become customs. Customs become rules of life. Rules of life become laws. Laws become governments,—and thus it is that habit rules the world and determines destiny. As Dr. Boardman puts it: "Sow an act and reap a habit; sow a habit and reap character; sow character and reap destiny."

Habits of industry, of thoroughness, of promptness, of neatness, of cleanliness, of truthfulness, of politeness,—these determine the character of the child and demand the most careful consideration of parents, teachers and school officers. The subject of habit very naturally suggests will power and the will in its relation to education.

Dr. Harris says: "The fact that the child is capable of exercising his will power on his intellect is the fundamental fact that makes all education possible."

V. THE IMPORTANCE OF TIME IN RELATION TO EDUCATION.

Time is a most essential feature of education. A superintendent of a factory can often save for the company more than his salary by simply looking after the fragments of time and seeing that every moment counts for something. The superintendent of a school may do the same. Programs should be arranged so as to get the greatest amount of work out of the allotted time. Begin promptly, close promptly, fill up every moment of intervening time with well chosen work, and the school will accomplish its purpose, and children will learn the value of time, and at the same time acquire the habit of work.

In business we expect a definite amount of work in a definite period of time. It should be so in the school. First accuracy, second rapidity, third constant occupation. These three points demand attention. It is between acts that mischief begins. Parents, too, need to be made to realize the importance of time in relation to education. The best things are of slow growth. Thoroughness is an education of itself. It is great injustice to the child to take him over studies more rapidly than he can comprehend them, or to promote him before he is ready for promotion.

It is the duty of the parent to see that the children have regular hours of study outside of school, and also to furnish them with good literature to read. Even the vacation of the child should be carefully considered by the parent. Some parents there are who allow their children to run the streets, learn to smoke and swear, and lie and steal, and do all sorts of meanness; and when the first of September comes they think to drop a nickel in the slot of the public school machine, and in a few months have their children made over into model boys and girls.

A Discussion of Certain Ideas of School Discipline.*

II. LICENSE VS. THE LAW OF LIBERTY.

In my former article, in speaking of the value of interesting the children in their work, I said: "This is one of the best methods of solving the problem of order in the school room and of regular attendance at school. A few children will behave under any circumstances; most of them will behave when interested in their work."

On this good foundation of "interest" have grown up some very foolish theories and practices. I am not referring here to the Herbartian theory of Interest in using this word. A discussion of that would require a separate paper, in which, while bearing strong testimony to the great stimulus that has been given to modern education by the Herbartian movement, I would be compelled to dissent from his doctrine of Interest with all the force at my command. One of the theories that have grown to lusty proportions is the one that any child that cannot be reached by any other means can be reached by Nature Study, and that, if the teacher fails to reach a boy, it is the teacher's fault—the boy is all right. Judging by some of the articles that appear in our leading school papers, Nature Study seems to mean almost anything, from a too technical study of the subject to the veriest outdoor maudlinism imaginable. And so, we have seen in our journals the beautiful little stories of the Daffydowndilly sort, of the bad boy being utterly incorrigible until the teacher shows him a bird's egg or a caterpillar, or he hears a bird singing outside. At once the teacher notices a change in him—his listless attitude ceases, his eye brightens, a flush comes upon his cheek, and he keeps his seat only with a mighty effort. The teacher discovers that he is deeply versed in bird's eggs or frogs or (no doubt) in fishing-worms; and he becomes at once a transformed youth. Now, I would not deny that this does happen sometimes. But I fear that what may be termed the Nature Study Boy is served up to us in the school papers and educational talks a bit too often; and as for that "sudden transformation," the union of the boy and the fishing-worm with the teacher does not necessarily mean that they "live happily ever afterwards" any more than it means this in the perennial novel with that delightful and inevitable ending. Some of the readers of this paper doubtless recall an article in Home and School Education, which appeared sometime last session, and was entitled "Sally's Key Flower." It was approvingly quoted by the New York School Journal, and is a splendid illustration of what I am writing about. If there is an article in all our school literature that is richer in utter silliness I have never seen it. Although written in all seriousness, it is as rich in its way as C. W. Bardeen's humorous take-off of the "Correlation of the Goose."

In the New York School Journal of February 25, 1899, is a quotation from the Century Magazine, taken from an article by Inspector James L. Hughes of the Toronto, Canada, schools, in which we are treated to such twaddle as this: "The publication of 'Nicholas Nickleby' . . . helped to reveal the fundamental principle of true discipline in home or school, that *all coercion* (italics mine) is dwarfing in its effect on character growth. There are many teachers and parents who still need to learn that the most refined methods of coercion cripple the individuality of the child and prevent the development of its self hood, the divinity of its nature." Very fine, to be sure! And his advice to these poor, benighted teachers and parents is to read this book "once a year."

Aside from the gross dogmatism of the utterance, just think for a moment of such a wild, reckless statement as this! When applied to education, the word Discipline means the enforcement of law, which is pre-supposed. Whether at home or in school, the child must do certain things or refrain from doing certain things, because law or order so demands. Authority is absolutely necessary for his well-being, and this authority, or direction, must be carried out either by coercion or by suggestion, until his good impulses and emotions grow into fixed habits. As Geo. P. Brown well says, "The road to obedience to the authority of one's self is through obedience to the authority of parent, teacher and society." With all due respect to the opinion of Mr. Hughes, the publication of Nicholas Nickleby did not help to advance any such absurd idea. Because Dickens protested against the brutalities of the schools of his time is no reason why his words of dynamic force should be used to undermine the very foundations of law, upon which the temple of liberty rests. L-i-c-e-n-s-e does not spell "liberty." There can be no liberty without law, a fact that many of our latter-day extremists either have forgotten or never have known. I respectfully submit that the statement

* In the February number of the JOURNAL this subject was considered under the head of Corporal Punishment.

by Mr. Hughes, quoted above, could hardly be surpassed in reckless disregard of moral order by the veriest anarchist that infests society. There is too much of this kind of reckless statement and loose thinking in our life and literature of to-day. It is permeating all departments of literature and every class of society. Unless checked its logical results must come as surely as night follows day. There are said to be 14,000,000 children in our public schools. Shall they be misdirected under an educational creed that in its last essence despises all law except to be a law unto itself; that lustily declares that its object is to help "the free growth of the child towards God" while it substitutes for that God "its true selfhood, the divinity of its nature?" Like too much of the superficial thinking of the day, it

> " . . shines in the dark, but ushered into day,
> The stench remains, the lustre dies away."

In going from the extreme of poor schoolhouses, poor teaching, ridiculous and wrong methods of correction, and other evils against the children, both at home and at school, there is risk of running too far in the other direction. Children cannot be treated with too much consideration when their rights are at stake. They should have the best thought and attention and patient study we can give them. But let us not forget that children have their *duties* as well as their *rights*. The cry of Young America to day is, "My rights and your duties!" When from their hearts they shall say, "My duties and your rights," they will have advanced from the low plain of selfishness to the mountain heights of sublime thoughtfulness. That "selfhood" of which Mr. Hughes speaks—and he seems to think there is only one—is a real selfhood, to be dealt with as it is. It may be a dwarfed and twisted selfhood; it may be a low, selfish, wicked, selfhood. The "divinity of its name" may be an idol that is full of abominations and all uncleanness. A mother said to me, "Would you make a boy lose his self-respect?" And I replied, "Yes, if the self he is respecting is a low self." The sacred duty of teacher and parent is to help the higher self in the child to gain complete ascendency over the lower self, which is at least as real as the former. In speaking of the child-study movement and the undoubted good which will result from it, Dr. W. T. Harris very aptly says: "Not very much success in this line can be expected from those enthusiasts . . . . . who do not as yet know the alphabet of rational psychology." The same remark will be not less apt when applied to certain ideas of Discipline. That we are in a wilderness of experiments in education, few will deny. I am convinced that Mr. Hughes is not the educational Moses to lead us out.

Having considered what may be termed "Spontaneity run mad," I wish, before closing this article, to enter an earnest protest against the prevalent habit among many Americans of decrying "the school of the past" in toto, and, with a superciliousness and lack of discrimination that shows little modesty and less sense. This fault is especially prevalent in the ranks of those who have an attack of mental and moral rabies whenever they hear the word "Discipline" or "Disciplinarian" mentioned in connection with the school room. They decry even a suggestion of Discipline, but insist on the necessity of mental and moral order, just as some people decry creed, but insist on the importance of moral conduct. Each is on a par with abolishing the acorn but insisting on the oak.

Judging from the educational talks and articles of this school of Spontaneitists, one is expected to believe that our fathers were a set of dunderheads and worse; and the most extravagant language is used about their schools, teachers and methods, and most unworthy motives are attributed to the parents and teachers of former generations. The "school of the past" was far from ideal, we well know. But are we yet in position to be very severe on them? When we leave this stage of action all wisdom will not die with us, however strongly we may think so; and doubtless our children, unless they have better manners than we are showing in this regard, will look back and hector us about our crudeness and these awful "schools of the past." Even Supterintendent L. H. Jones of the schools of Cleveland, Ohio, who has done so much to hold aloft a splendid ideal of what the school ought to be, and done it with such a noble spirit, cannot resist a fling at this terrible degeneracy of our fore-fathers, or rather at the low plane upon which the poor things lived for lack of a broader vision. After giving his own definition of discipline he says, with a sigh scarcely concealed, "I am well aware that this idea of discipline has not always been held by the traditional schoolmaster. Perhaps not all hold it even now. The strongest force in the universe is an expansive idea; but some minds have not the strength of mental fiber

to stand the strain of enlargement." Now, the present generation has a very "expansive idea" of its own importance and enlightenment; and our "mental fiber" must be extraordinarily tough, for we have had to "stand the strain" of the most trying case in our history of what may be termed megacephalic development. And note how rapidly we have evoluted from the dark ages of our papas, and, in less than one generation, passed from the lowest stage to the highest; for Superintendent Jones, who is not an old man, says, "I remember well that good order in school was at first thought to be an end in itself, and school government was exerted to the end of securing quiet for its own sake. In a second stage good order was considered a means to an end, and school government strove to secure quiet that the process of instruction and study might proceed. The highest conception regards good order as the merest incident in the series of steps by which the child learns self-government." And so, in full sympathy with the feeling of Mr. Jacky Horner, we may exclaim, "What a good boy am I!"

In the next article will be discussed a phase of spontaneity which practically eliminates prescription and the personality of the teacher.

Joel Chandler Harris. II.

DR. W. S. CURRELL, WASHINGTON AND LEE UNVERSITY.

In the November number of the JOURNAL we attempted to give a brief sketch of the life of Mr. Harris, reserving for a subsequent issue a more detailed account of his work in literature. It is an artificial process thus to sever a man from his books, for the most attractive feature of any author's work is the generalized personality that pervades it. "The whole art of criticism," says Leslie Stephens, "consists in learning to know the human being who is partially revealed to us in his written and spoken words." The deft, elusive way in which the artistic modern author conceals his personality, only makes the search for it the more fascinating. We are on dangerous ground, however, when we attempt to foist the impersonal expressions of the artist upon the person of the author. This is a process against which Browning protested and which Mr. Barrett Wendell perhaps too strongly condemns. We have therefore considered the man apart from the author, leaving the reader to form from the works his own impressions of Mr. Harris' quick sympathy, his tenderness, his keen appreciation of animal life, his kindliness, his ever ready wit and lambent humor, above all his thorough comprehension of the negro character.

The first characteristics suggested by the author's nineteen volumes, are his fecundity and his industry. When we sent to him a list for verification, he wrote: "Your list of my books quite takes my breath away. I never realized before the extent of my guilt but you make it quite manifest." We do not think the general public realizes the enormous amount of work that he has done. When we remember that he did not really begin till 1880, and that during the last twenty years he has been engaged in laborious editorial work on the Atlanta Constitution, writing these books only at those moments when most men, as he says, are seeking "social recreation,"—our surprise kindles to wonder and amazement.

Equally surprising is the variety in the volumes before us—folk-lore stories in dazzling profusion, not one of which, so far as we can gather, repeats the refrain of its predecessors; mountain tales that rival Miss Murfree's in vividness and surpass them in verisimilitude; fairy tales for children; stories from Georgia history, sketches of negro character, a biography of H. W. Grady, a translation of French tales, stories of middle Georgia life, war stories, an elaborate disquisition on comparative folk-lore, which he humorously repudiates in a later work as at the end of all his investigations, "speculation still stands grinning"—these are some of the subjects that pass in review before the author's fertile brain.

It is scarcely possible for anyone to do always the best work when so much is attempted. Mr. Harris's best work means so much for literature that one cannot help regretting that he hasn't been more sparing of his output. Stories like Blue Dave, Mingo, Free Joe, At Teague Poteet's lead us to expect much, and to feel keenly disappointed at the ineffectiveness of some of the tales in such volumes as *Homefolks* and *Uncle Remus and his Friends*.

But an author, to be fairly estimated, must be judged by his best. Let us note, therefore, some of the best work he has done in the various departments to which we have referred.

The appearance of the *Uncle Remus: His Songs*

and Sayings (1880), marked an epoch in the history of American literature and especialy of distinctively Southern literature. It is true that Mr. Irwin Russell, as Dr. Alphonso Smith has shown, had heralded the new negro literature in 1870, but his work was sketchy and necessarily incomplete, owing, doubtless, to his untimely end. Uncle Remus however, was a complete character whom every Southerner had known, but whom none had even seen so inimitably delineated. As a piece of literary characterization he is as immortal as Sancho Panza or Tom Jones. Whenever he appears, he is the same delicious old daddy whom every Southern boy once knew, but who, alas! is fast disappearing before the mushroom "edication" of these latter days.

Nowhere is Uncle Remus more charming than in his tales told to the little boy, whose insatiable appetite for stories, the genial old darkey is ever ready to gratify, and whose little brain is a sensitized plate upon which folk-lore is imprinted at the will of the narrator. Not the least fascinating part of the animal tales in *Uncle Remus; His Songs and Sayings*, in *Nights with Uncle Remus*, in *Uncle Remus and His Friends*, and in *Daddy Jake* is the opening talks with the Little Boy in which admonition, bits of homely wisdom, characteristic flashes of humor, and shrewd parrying of hard questions add zest to the story that's to come.

And the stories themselves! what shall we say of their wonderful variety, their naturalness, the artfully artless skill of the narrator! Nowhere except in the *Jungle Book* and in the pages of Aesop and La Fontaine does animal talk produce a more complete illusion. The author "hurls his dazzling spells into the spongy air," we yield without a protest and accept the impossible as frankly as the Little Boy did.

Uncle Remus's individuality appears just as sharply in the various sketches gathered up in Part III of the volume entitled "*Uncle Remus and His Friends.*" Whether he is "getting his Affikin up,' lambasting a bogus "cullud" preacher, or discussing the value of education for his grandson William Henry, or giving his views on the African exodus, he is the same shrewd, knowing, lovable old man. No wonder he has made for his creator "many friend in all parts of the world." Wise, as we think, the author is in bidding farewell to Uncle Remus in this volume—for three volumes and a half are enough for the simple-hearted old man and his stories—we sigh, as we fancy Mr. Harris himself must have done when he said: "Let uncle Remus's goodbye be as simple as his stories; a swift gesture that might be mistaken for a salutation as he takes his place among the affable ghosts that throng the ample corridors of the Temple of Dreams."

While Uncle Remus is unquestionably Mr. Harris's most distinctive, vital, and original piece of characterization, and while the stories, in spite of the author's modest disclaimer as to their literary merits, are his most valuable contributions to literature, one must not lose sight of the other noteworthy work he has done.

His grasp of negro character is everywhere strong and true. We feel that we have seen and known every one of them. To his full-length portraits, Mrs. Stowe's negroes are mere silhouettes. His negro characters are alive; her's are galvanized. Further, he can be true to life with out exciting Southern prejudice, for he has knowledge and sympathy, and "not to sympathize," says De Quincey, "is not to understand." Whether in his stories, then, we are in the sunshine or the shadow of slavery, we feel that the author knows what he is talking about and this, with his wonderful gift of expression, accounts for the popularity of his negro delineations.

And so many phases of negro life are given. In "Free Joe," we see the darker side of slavery. A poor black dumbly, intensely loves and is cruelly separated from the woman of his love—a story of piercing pathos, told with heart-rending simplicity. "Blue Dave," the runaway under brutal treatment, reclaimed and become trusty and faithful under the spell of kindliness, is another powerful story. It is remarkable how the unswerving fidelity of the negro is re-iterated. Mingo, the slave of the old days, clings, in the new, to the acidulous, strident, rasping Mrs. Feratia Bivins beause she links him with the past by the marriage of her son into the aristocratic family to which he had belonged. Balaam follows his master through thick and thin and finally dies for him. Ananias suffers and steals, that his pinched and poverty-stricken former owner may keep the wolf from the door. Jesse in the old Bascom Place plays the same rôle, though more legally. The old cook in a Baby's Christmas and Aunt Minervy Ann are equally faithful. Whatever may be said for or against slavery, it solved most satisfactorily the now vexatious servant problem, for when the master was good and kind, the ties between

him and his slaves was one of the fondest and the service rendered by the slave was a labor of love. It seems to us that Mr. Harris has come nearer telling the whole truth about the negro than any other writer. He sees with unclouded eye the evil in slavery as well as the good, and depicts both with equal fearlessness and candor. Fortunately the day has come when the truth can be told upon this difficult and delicate topic without making the writer a target for the abuse of either the abolitionist or the slave-holder. This change of public sentiment has made the artistic treatment of the negro a possibility—for art rests on truth in its wholeness—and has enriched American literature by the addition of a fruitful, attractive theme, with poetic, dramatic and humorous possibilities of which perhaps we have seen but the splendid dawn in the works of such men as Russell, Page, Edwards, and Harris.

The stories in which the negro is either the hero or one of the dominant figures are closely connected with those in which slavery, the Civil War, or Middle Georgia life form the motif. These divisions—to adopt the scholastic language of the logicians—are not "reciprocally exclusive." They are closely interwoven. With rare exceptions, such as the Canadian story, *The Belle of St. Valerian*, one of the least effective of all, and the mountain stories, all of the tales are laid in middle Georgia and are evidently alive with the spirit of this —the author's native region. The writer of this article, whose knowledge of Middle Georgia is limited to an agreeable intercourse of three summers with its interesting people, sees or fancies that he sees in these tales a reflex of the brightness and the buoyancy of that progressive, alert portion of the Southland. The most characteristic of these stories are Little Compton, Azalia, The Old Bascom Place, and Mingo. The first three are stories of reunion and reconciliation, and, like so many Southern novels and romances nowadays aim to commingle the Blue with the Gray, making, at times, a somewhat paler Blue. Azalia introduces us very touchingly to the Georgia piney-woods Tackies, while in Mingo we have in Mrs. Feratia Bivins the concentrated essence of hatred and jealousy of the aristocracy on the part of those lower in the social scale. Outside of his negro characters Mrs. Bivins and Sister Jane—the heroine of Mr. Harris's only novel, are the two strongest female characters he has portrayed.

A very bright woman once said to the writer: "Men never understand women nor women men. We women, though, understand each other perfectly." The generalization is too sweeping, but literature furnishes us with many striking illustrations of its truth. Witness Dickens and, *per contra*, George Eliot. Mr. Harris's men are far superior to his women. His gentlewomen are all more or less conventionalized and neutral-tinted. We make this criticism with diffidence, for, after all, "*Toute discussion litteraire revient a ceci—j'ai plus de goût que vous*," and others do not seem to have noted this characteristic of the women in question.

The mountain stories, the scenes of which are laid in Northwest Georgia, are exceedingly interesting, and whet our appetites for more of the same kind. The author has written only four: At Teague Poteet's, Trouble on Lost Mountain, A Conscript's Christmas, and The Cause of the Difficulty—all full of dramatic power, with vivid descriptive touches of exquisite beauty.

Since 1893, Mr. Harris has been increasing the indebtedness of all story-loving children to him by a series of volumes in a different vein from the folk-lore stories with which Uncle Remus regales the Little Boy. The first volume was "Evening Tales from the French," a free translation of the tales of Frédéric Ortoli, the translation being "a sort of family affair," and really by his wife, an excellent linguist, to whose "swift and and piquant rendering" the husband gracefully refers in the preface.

The Story of Aaron and *Aaron in the Wildwoods* give us a sketch of a fugitive slave, his reclamation, and his devotion to the children of his new master. *Little Mr. Thimblefinger*, *Mr. Rabbit at Home*,and *Plantation Pageants* are a charming series of fairy stories and romances in which the adventures of Simple Susan and Buster John go far toward reconciling us to the absence of the Little Boy.

Stories of Georgia History is a model of what a history for young readers should be. The pictures and the fine press-work add to the attractiveness of the book. We do not know how the other volumes of this series of Stories from American History compare with this one, but, if they are as good, the series should be in every school library.

In his latest volume, *The Chronicles of Aunt Minervy Ann*, the author has returned to his earlier manner and, in most happy style, has depicted this female rival of Uncle Remus and described her ad-

ventures. This volume is full of sparkling fun and shrewd observation upon human nature.

Mr. Harris has been fortunate in his publishers and illustrators. The presswork and pictures in all the volumes before us are excellent. We give below a complete list of his works, with the publishers and the dates of the first editions. This list the author has courteously revised and corrected:

1.	Uncle Remus: His Songs and Sayings, D. Appleton & Co.	1880.
3.	Nights with Uncle Remus, Houghton, Mifflin & Co.	1884.
2.	Mingo and Other Sketches in Black and White, Houghton, Mifflin & C.	1882.
4.	Free Joe and Other Georgia Sketches, Chas. Scribner's Sons.	1887.
5.	Daddy Jake the Runaway and Ghost Stories Told After Dark, The Century Co.	1889.
6	Balaam and His Master, &c. Houghton, Mifflin & Co.	1891.
7.	On the Plantation, D Appleton & Co.	1892.
8.	Uncle Remus and His Friends, Houghton, Mifflin & Co.	1892.
9.	Edition of H. W. Grady's Writings and Speeches,	1892.
10.	Evening Tales from the French, Chas. Scribner's Sons.	1893.
11.	Little Mr. Thimblefinger, Houghton, Mifflin & Co.	1894
12.	Mr. Rabbit at Home, Houghton, Mifflin & Co.	1894.
13.	The Story of Aaron, Houghton, Mifflin & Co.	1895.
14.	Sister Jane, Houghton, Mifflin & Co.	1897.
15.	Aaron in the Wilderness, Houghton, Mifflin & Co.	1897
16.	Stories of Georgia History, D. Appleton & Co.	1897.
17.	Tales of Homefolks in Peace and War, Houghton, Mifflin & Co.	1898.
18.	Plantation Pageants, Houghton, Mifflin & Co.	1899.
19.	Chronicles of Aunt Minervy Ann, Chas. Scribner's Sons.	1899.

The Childhood of Ring-Neck.

T. GILBERT PEARSON, GUILFORD COLLEGE, N. C.

Down on the beach among the sand dunes at Cape Lookout there is a certain small stretch of sand where the sun shines warm and the fierce gales which sweep over the ocean never strike, except as, in little eddies, they whisk around the dunes and blow the dry sand rattling among the broken sea-shells. There is no vegetation except on the sheltered side of the sand hills where the wild sea oats grow and bend and toss their heavy heads before each breeze. Some distance over the dunes, can be seen the dun-colored roof of the life-saving station, standing well back from the ocean beach. Nearly two miles to the north, looms the Cape Lookout light house, a black-and-white signal pillar by day, a blaze of warning light by night.

On this small sandy desert a young bird one June morning for the first time peeped out of its little round eyes. At first it did not distinctly see or hear or think anything. All it cared for was the pleasure of being out of that horrid old egg-shell and feeling the warm sun on its head and the soft sea wind blowing the ends of its downy feathers about.

However, it soon began to notice things. Its eyes opened a little wider, and it could see the warm, white sand everywhere and the waving sea oats on the dunes about, and could hear the dull roar of the waves pounding over on the beach. By its side lay another little bird, its sister, and also a spotted egg sharply pointed at one end. Their nest was a mere hollow in the ground, which the mother had scratched out and lined with a few smooth pieces of shells, but it was quite enough for the short time these little beach babies would have need for a home.

The mother was standing near, and the youngster enjoyed looking at her. The feathers of her breast were very white, whiter even than the sand, and she wore a dull gray coat above. About her neck was a black band like a collar, so loose that it had slipped down on her breast. How large she was, too! She could stand and look over the largest shell on the beach, for she could reach up until she was five or six inches tall. She had long slender legs and little feet, and could run very fast; faster indeed than the big white crabs went when they chased each other. Her voice was soft and clear, so that she spoke in a mellow whistle as though there were a bird's flute in her throat. She was of that species which men have named Wilson's plover.

Now, little Ring-neck (although he did not grow the ring on his neck for weeks and weeks to come) and his sister grew tired of staying in the hole in the sand, as they had grown weary of remaining inside the egg shells. Soon they were out, running about and learning many wonderful things. Their mother fed them and taught them the secrets of the seashore and the ways of plover life. They were not allowed to go near the water, but they often watched their parents run down

behind each wave as it left the beach, quickly pick up what good things could be found to eat, and then come speeding back as the next wave would rush in. Sometime they would be grown and could do that too, the little ones told themselves.

They soon learned that when the wind blew strong they must stand or move with their faces toward it. No self-respecting plover would ever attempt to take wing in any other direction than against the wind, for if one tried to rise with the wind, its feathers would be blown about in a dreadful manner and it would find much difficulty in getting under way. When severe storms came the plover family would run up the beach to the dunes and sit in the shelter of the sand hills and listen to the rustle of the waving sea oats, and watch the waves throw up their white hands as if the shock hurt them when they struck the shore.

"Always sit still when danger is near," mother plover had often told the little ones by her example. The color of their down was such that if they remained motionless it was quite hard to distinguish them from the ground on which they lay. Many other young birds, and older ones as well, besides plovers have learned this lesson, and by acting on it have sometimes saved their lives.

Ring-neck often watched the gulls flying about over the ocean, chasing each other and now and then sweeping down to pick up objects from the waves. One day a large gull came down the beach and gave Ring-neck a great fright. He lay quite still, but the gull seemed to see him or a large hat near by which had been washed ashore, he did not know which. The gull looked down and gave a loud, laughing shout that filled Ring-neck with terror. Then it flew around and around and called so loud that it seemed that all the birds everywhere must hear the signal.

A bird which appeared to be a small gull, but was in reality a tern, did hear and soon joined the gull. It had a terrible little voice and squeaked as though its wings were fastened on with rusty hinges and the sound came from these. Ring-neck lay very quiet and hoped with all his might they would not hurt him, and they did not, for probably they never saw him. Pretty soon the gull flew down close to the hat to get a better view. With a cry like a loud laugh it rose again and went on down the shore followed by the tern.

The men who lived at the life-saving station sometimes came to the part of the beach where the plover family lived. One day two of them passed near to where Ring-neck and his sister were. They sat very close on the sand and the men did not see them. Father and mother plover were quite uneasy, however. They flew close to the men and cried and tried to get the intruders to follow them away. The mother bird even pretended to be lame. When the men saw this, one of them said, "Look at that bird, she has a nest or young ones near here, or she would not do that way. I have seen partridges on the main land act in the same manner when I was near their young."

Then they began to search among the shells. This alarmed the parents so much that they determined to try their last and best trick. The little mother ran up close to the men, fell on her side and fluttered and cried as though she were dying. The father bird, and two other plovers who had a nest further up the shore, ran to her and rubbed her with their bills as if very anxious and so sorry about her sickness.

"Look here," said the man who had spoken before, "that bird really is hurt. I have seen many kinds of birds pretend to be injured but have never seen two play different parts in the same trick." So they started to catch her.

But Mrs. Plover seemed to get better, and ran on for fifteen or twenty yards and then appeared to take sick again. The other plovers gathered about as before and put their bills under her as if to raise and help the sick one. The men hurried on, but the mother bird again recovered enough to run for a little distance. Ring-neck saw them pass off among the dunes, the four birds in front and the two men following after.

The young plovers grew very rapidly, both in stature and in wisdom, so that before the autumn came they were as large as their parents, if not as wise. During the latter part of the summer many other birds, some larger and some smaller than the plovers, began to appear on the beaches. Then at night numbers of feathered forms appeared to be flying southward overhead, and strange voices called to each other out of the sky.

One afternoon it began to rain. All night the clouds gathered and the rain fell and the wind blew. The sky and the sea were very black except for the pale glow of the white caps on the shore. Of the hosts hurrying southward many lost their way because they could not see the landmarks below, and were driven out to sea, and the the hungry waves swallowed up their hungry bodies. Others were blinded by the glare of the light-

house and dashed helplessly against the big lamp or struck the sides of the tower and were killed. It was a terrible night for the migrating birds, and many thousands must have perished.

Soon after this a flock of large, fine-looking birds was seen feeding on the beach. If the old plovers had really known they might have told their children that these birds were plovers also, their cousins, the black-bellied plovers, who lived in the far north and were now on their way south—like so many others—to spend the cold winter months.

One evening a company of sandpipers and plovers came flying overhead. They called and piped so loudly that the plover family's instinct told them it was time for them to heed the warning. So they arose from the beach and, bidding farewell to the waves and the dunes, and the nodding sea oats, joined the travelers, and soon all were lost to view, flying southward—southward toward the shores of perpetual summer.

Where Should the Stress of Effort Be in Negro Education.

PRINCIPAL E. H. LIPSCOMBE, CHATHOLIC HILL SCHOOL, ASHEVILLE, N. C.

If the negro attempt the flight of Icarus with the artificial wings of Icarus, he cannot escape the fate of Icarus.

At the same time it is to be hoped that there are none who, in relation to the Negro's intellectual development, would smother the flame at the moment that it flashes in the crucible. It is related of the scientific investigator who, as some say, discovered that destructive agent, gunpowder, that he did just this very thing. When his laborious experimentation at last had culminated in discovery, he felt that, after all, he had only added to the means of evil in the world.

In these figurative statements are presented two extreme suggestions; suggestions, nevertheless, which serve quite well to bring up this pertinent question: Should the stress of effort be to encourage and develop the worthy aspirations of the Negro, or to discourage and suppress them?

The writer's answer is contained in the following propositions and their discussion:

I. God has the first claim upon the capabilities of a human being, and these capabilities should be developed to glorify Him.

This calls for a theory that is sound in its inception and noble in its ends, and renders null and void at least some of the theories in regard to Negro education. We may train men *downward*, but we can only educate them *upward*. And educating them upward has no indispensable relation to profound or extensive learning. The Negro will never truly know his God, nor ever truly know himself, so long as men imagine that his case is met when he has received just enough of the knowledge of God to die and go to heaven on. He must know God as a force in men and a force in the world, as well as a power in heaven and a power to save. He must be taught to read in himself the marred and faded image of deity, and to feel that he, the Negro, *is* somebody after all, with the obligation resting upon him to strive and become still more. No teaching so determines a person to be something and make that something a worthy something as does sound religious teaching in its broader aspect. The benevolent, faith-guided teacher will strive, first of all, to imbue the Negro with a correct idea of human nobility—nobility of species, of attributes, of potential endowment, and of destiny; which, being duly absorbed and assimilated, nobility of character and conduct must, in gratifying measure, inevitably follow. It cannot harm any man, of any race, to know, in a proper sense, that God has crowned him with glory and favor, and made him only a little lower than the angels. The more degraded a people, or the more inclined they are to be moved and guided by their animal instincts, the more essential becomes this teaching. I would not puff men up, but I would take this means of impressing it upon their hearts and minds, that the matchless endowment of man is the All-Father's call to his children; that in obedience to this call, it is the duty of every man, so far as possible, to reach a royal manhood, and of every woman to reach a royal womanhood; that God is honored most truly in the fullest possible development of the human faculties, as he is glorified most truly in their benevolent and sanctified use. "Know thyself" is as good doctrine for the modern world as it ever was for the ancients. It is by this means that men may most firmly and rightly be grounded in conduct, principles and character. The Negro should not be lifted out of his divine relationship in order to be educated.

II. The individual has a claim upon his own capabilities, and they should be developed with a

view to his own happiness, interest, and advantage in the world.

Neither the law nor the gospel has said, "Thyself as thy neighbor;" but both have said, "Thy neighbor as thyself." Enlightened self-consideration is the gauge of action in the intercourse of man with man. This implies that, after his duty to God, the next great duty of a man is to himself. Educational motives and incentives, if they are sound, will, on the purely secular side at least, accord with this idea. It is the divine right of the learner to have set before him, as incentives to his education, self-happiness, self-interest, and self-advantage. There is in this country a certain periodical which advertises that its perusal will tell a man, first, how to be useful to himself; secondly, how to be useful to his family; and thirdly, how to be useful to the world. That the order of earthly motives is here correctly stated, will hardly be denied. It is also the correct order of education in its utilitarian aspect.

The Negro needs more of such teaching. Accentuate his personal interest in his better education. He has heard enough about his lack of opportunity. God made the man, and God will make the opportunity. "Shall not the Judge of all the earth do right?"

III. Society has a claim upon human capabilities, and these capabilities should be developed in the interest of the peace, good order, and well-being of society.

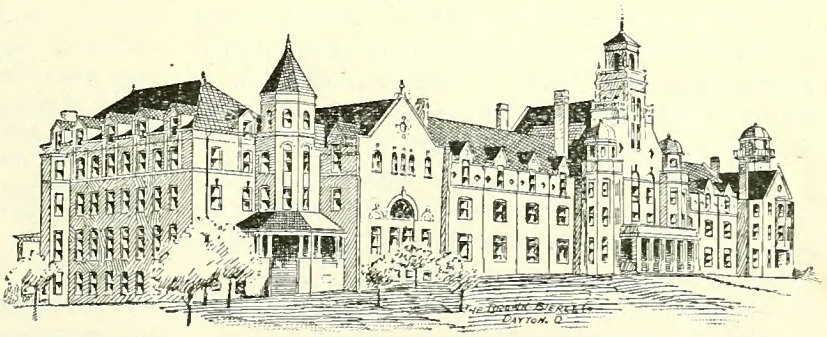
It is in the most delicate contact that society and the individual come together here. Each has demands which the other must respect,—demands that are founded in the nature of things on both sides. Society may demand of the individual that he be self-supporting and law-abiding, but may not so unman him as to make him an easy victim of oppression, injustice, and unfair advantage. The individual may demand of society the liberty rightly to enjoy his being, while his freedom of action must be subordinated to the general welfare. Each member should be an active and positive contributor to the good of society; but society cannot break the arms of its members and then expect them to contribute.

To conserve its own well-being, society may rightly adopt, insist upon, and pursue a policy of first help to the socially sick; but it may not place an embargo on such further treatment as would tend to make a sick man every whit whole again. Many a patient, who otherwise might be strong and well again, would surely die should his case be dismissed with the emergency treatment.

The Negro is the spiritually, intellectually, and socially sick man of this generation; being, under each conception, incapacitated for the proper discharge of his duties. It is the right and duty of his more favored fellow-members in society to minister unto him as he most hath need to-day, to the end that society may not suffer by his ailment, and that he may not die ere larger help can come; but it is neither their right nor duty, by any policy of educational delimitation, to preclude that larger help from coming. Let society bear no self-inflicted wound from the manner in which it educates its Negro members.

From the view-point of spirit and purpose, which stand easily first in importance, these are some of the points which I think should be more squarely met, and more unitedly emphasized in Negro education.

If thou wouldst mortal fitter make,
For this world or for that to come,
Enter the portals of his heart,
And in him build another man;
Build outward to the rest of men,
Build upward to his God,
And thou hast made a man divine.



Randolph-Macon Woman's College.

On February 15th, the authorities of the Randolph-Macon Woman's College, Lynchburg, Va., celebrated the successful completion of a decade of struggle and effort with the dedication of the magnificent building represented above. In 1885 the officers of the Randolph-Macon College, with a total valuation of $80,000, plant and endowment, began a system of expansion which has resulted at the end of fifteen years in the present Randolph-Macon System of Colleges and Academies, with a total valuation of $750,000; but the crowning effort of all is the Randolph-Macon Woman's College. In 1891, Dr. W. W. Smith, the head of the Randolph-Macon Institutions, planned this institution, on which work was

begun immediately. The first section of the house was finished and ready for the opening of the College in 1893; but there was only room for thirty-six students, and just that many were enrolled the first session. From time to time, additions have been made until, with the completion of the last part of the building, there are accommodations for 200 or more students. The enrollment at present is 220 students, with 28 officers and teachers. Already this institution has taken high rank among the very best colleges for women in the United States. It is the only college for women south of the Potomac which is classed by the United States Commissioner of Education among women's colleges of the first class. In this list of fourteen, it stands well toward the front. The requirements for admission and the course of study are the same as those of the best colleges for men in Virginia.

The building, as it now stands, is complete, according to the original plan. It is in the form of an "E", with a frontage of 389 feet and three projections, each 60 x 60 feet. More than half of this structure is devoted to lecture rooms, laboratories, library, etc. There are four laboratories, one each for chemistry, physics, biology, and psychology.

The dedication ceremonies were conducted by Bishop Wilson, of the Methodist Church. The afternoon address was made by Dr. J. L. M. Curry. Several short addresses were made by representatives from Harvard University, Johns Hopkins University and all the colleges of Virginia.

The Chicago Meeting of the Department of Superintendence of the National Educational Association.

Judging from the reports of the Chicago papers, the questions of most interest before the Department of Superintendence of the National Educational Association were those of the centralization of power in the superintendent of city schools and of temperance teaching in the schools.

The concensus of opinion in regard to the administration of the schools of a city was almost unanimously in favor of a small school board of seven or nine members elected by the people, and a superintendent who should be given the fullest possible powers and held responsible for results. In the larger cities, where there is much business connected with the schools, there should also be an expert business agent giving all his time and attention to the business interests of the schools, such as purchasing sites for buildings, looking after buildings, purchasing supplies, etc. The idea was well expressed by President Eliot in an address before a mass meeting called by the Citizens' Educational Committee:

> Now, what you have got to do in all great cities in our country is to employ competent experts in the schools. There is no other way. What kind of experts do we want? In the first place, we want a superintendent, a man who understands what the sequence of study should be through the grades and up into the high school, a man who understands what the correlation of studies should be, how one study should be made to promote the advancement of the children in another subject. We want a superintendent who knows how to recognize a natural teacher, how to prescribe the experience which a teacher should have, who knows how to tell within a year that such a man or such a woman will never make a teacher. That is very easy to determine in one year. We want, in short, first, the educational experience. But there is another expert we want, as I have already stated, in the conduct of the school system in an American city.
>
> This is a great piece of business work, and for it we want a man of first-rate business capacity, honest, alert, vigilant, industrious, with a single eye to the fulfillment of the wishes of the school board with fidelity and intelligence."

The Chicago *Times-Herald*, which is manifestly much interested in the reform of school administration in Chicago, secured a number of interviews with some of the most prominent educators attending the meeting, the most valuable of which is probably that of Supt. L. H. Jones, of Cleveland, Ohio:

> For five years and over we have had in Cleveland a system whereby the hiring, promoting, assigning and discharging of teachers are all given entirely into the hands of the superintendent. The result has been that politics has been eliminated altogether and that professional merit is what counts. The teachers feel that merit is more completely recognized and that their work has greater dignity, and, consequently, they are better satisfied and work better. The system enables the superintendent to devote his time to educational work, and to be the leader of the teachers. There is a steady growth of sentiment approving the plan in the teaching profession in Cleveland, and also among the public generally. The term of the superintendent is an indefinite one, his tenure depending upon his success. Indianapolis has secured a similar system, which goes into effect this year.

The discussion of the question of temperance was precipitated by Prof. Atwater' outcry against the ordinary text-books on this subject, while discussing the food qualities of alcohol on the basis of his recent experiments. A committee of seven was appointed to investigate the question and report to the department. There seemed to be quite a general opinion that the books now in use do not present the subject in a scientific manner or on a basis of scientific truth.

Hon. L. D. Harvey, state superintendent of public schools of Wisconsin, advocated the elimination of non-essentials from the course of study and the better co-ordination of the remaining essentials. He also outlined a system of grading

based on the class average rather than on a fixed point of excellence or of failure, so that any pupil falling a certain per cent below the class average would fail of promotion.

On motion of Dr. Wm. T. Harris, Commissioner of Education, a resolution was adopted providing for the appointment of a standing committee of six to aid the national bureau of education in its work.

The committee on a national university held several sessions and voted down a proposition for the creation of a national university directly by act of congress. The two plans which were considered most favorably were (1) that a national university should be inaugurated and managed by the Smithsonian Institute, (2) that it should be under the control of the national bureau of education, first making this into an independent department with greater powers.

An Association of American Universities was formed by the university presidents present, for the purpose of giving a fixed value to university degrees and of elevating the standard of scholarship in this country. As a step towards this end the members will consider the "advisability of requesting foreign universities not to admit American students to examinations for the degree of Doctor of Philosophy unless they present a bachelor's degree from an American college or university," and also the "advisability of limiting the institutions from which such bachelor's degrees may be accepted."

At present the organization includes fourteen institutions.

The next meeting of the Department will be held in Chicago. This is in line with the wishes of many of the leading members of the Department who desire that the meeting should have less of the excursion feature and do more business. It seems probable that Chicago or some other accessible central city will be chosen as a permanent place of meeting.

Dr. Nicholas Murray Butler, on the educational status of the closing century,—

As the century closes, the soundest educational philosophy, the world over, teaches us that the individual alone is nothing, but that the individual as a member of society and the race is

VALUABLE NEW BOOKS

STEWART & COE'S FIRST DAYS IN SCHOOL $ .25

By Seth T. Stewart, Associate Superintendent of Schools, New York City, and Ida Coe, Brooklyn Primary Schools.

Provides lessons in conversation, reading, and writing from the very beginning of school work. Beautifully illustrated.

THE BALDWIN PRIMER $ .30

By May Kirk.

Based on the well-established principles of mental science, child study, and progressive expansion. Numerous illustrations.

SHAW'S PEOPLE OF OTHER LANDS $ .30

By Edward R. Shaw, Dean of the School of Pedagogy, New York University.

Prepared in accordance with the results of recent pedagogical observation. Designed to meet the child's natural desire to hear of the strange peoples of other lands and to learn about their many peculiarities.

HALLECK'S HISTORY OF ENGLISH LITERATURE $1.25

By Reuben Post Halleck, M. A., (Yale.)

The subject is treated as a related whole and the general drift of literary thought is clearly portrayed. Special attention is paid to literary movements, and to the animating spirit of each age.

LANCASTER'S MANUAL OF ENGLISH HISTORY (Revised) $1.00

By Edward M. Lancaster, Principal of the Gilbert Stewart School, Boston.

Brought down to date, giving a clear idea of Great Britain's position on all recent important questions, including the War with the Boers.

SMITH'S SMALLER HISTORY OF ROME (Revised) $1.00

New and thoroughly revised by A. H. J. Greenidge, Lecturer in Ancient History, at Brasenose College, Oxford.

Original features preserved. Includes the recent results of historical investigations. Attractive new maps and illustrations.

Teachers should examine these books before ordering elsewhere. Copies sent postpaid on receipt of price.

AMERICAN BOOK COMPANY

New York Cincinnati Chicago Boston Atlanta Portland, Ore.

In dealing with advertisers please mention the North Carolina Journal of Education.

everything. True individualism, which would enrich the life of each with the possessions of all, is well nigh supreme, and sham individualism, which would set every man's hand against his fellow, is disposed of, let us hope, forever. Education rests securely upon the continuous history of man's civilization, and looks to the nature of each individual for guidance in the best methods of conducting him to his inheritance, but not for knowledge of what that inheritance is.

During the century education has definitely become a state function, not as a dole but as a duty. Consequently, the public expenditure for education has become enormous. This marks, in the most objective fashion possible, the distance we have traveled from the beginning of the century, when there was literally no such thing in existence anywhere in the civilized world as a straight system of education. But pride of achievement should yield to a feeling of responsibility for the future. In the light of the nineteenth century no man dare prophesy what the twentieth century will bring forth. We only know that a democracy, shielded by insight into the past and armed with trained minds, disciplined wills and a scientific method, is as ready as man's imperfect wisdom can make it for whatever may come in the future. The glory of founding educational systems cannot be ours, but the efforts for improvement, by building wise practice upon sound theory, is within the reach of every one of us.

Pres. Charles W. Eliot on Motives:

A new motive is presented in our day to the teacher, parent and child. It is the motive of providing human joy to all those about us. We no longer set a child to a task that we know he cannot do, and I want to say that I consider that the great unpardonable sin of the educational system of the day that has gone. What we should do is to set children to do those things that we know they can do well. This is the new and happy aim of our modern education, the joy of achievement. Let me urge you superintendents to mix all your policies with that necessary element of all joy—freedom.

Never put before the child a motive which won't work when he is grown up. If you will stop to consider, most of the motives commonly relied on are of this kind.

Some of the Duties of Academy Men Toward General Education in North Carolina.*

PROF. JNO. S. GRAHAM, WARRENTON HIGH SCHOOL.

"You can render no greater service to your state than by improving our system of common schools. Three-fourths of the children of North Carolina receive all of the little education they have in the "one-room school house on the hill." The hands of your State Superintendent of Public Schools should be upheld in his efforts to remove the public-school syetem from the cesspool of partisan politics. Attendance upon the public schools should be made compulsory. The

* Extracts from a paper read before the Association of Academies, Raleigh, December 29, 1899.

GOOD TEXT-BOOKS ARE THE TEACHER'S ASSISTANTS.

TEACHERS who are looking for First-Class Text-Books should consult the following list:

Lippincott's Arithmetics.

Mental, Elementary and Practical.

Morris's U. S. Histories.

Three well-graded Books.

Lippincott's Science Series,

Including Physiologies, Elementary Science, Natural Philosophy, Astronomy and Chemistry.

Worcester's Dictionaries—Unabridged and School Dictionaries.

FOR SUPPLEMENTARY READING—MORRIS'S HISTORICAL TALES.

Teachers and School Officers, if any of your text-books are not giving satisfaction, and you are thinkiug of making a change, write to us for exchange and introduction terms. We offer special inducements on introduction orders.

J. B. LIPPINCOTT CO.,

624 CHESTNUT STREET, PHILADELPHIA.

In dealing with advertisers please mention the North Carolina Journal of Education.

unwilling taxpayers' money should be used to the greatest advantage.

You can raise the standard of education in your communities by aiding in the establishment of circulating libraries and reading rooms.

The benign influence of the academy should be felt in removing the causes of friction now existing between the University and the denominational colleges. There is need and room for all. State pride and public necessity demand a State University. We should, by endowment and State aid, make our University the equal of any university, and then our colleges would be feeders of, instead of rivals to, Chapel Hill. North Carolina glories in her colleges. They are self-made—the growths of necessity. They are endeared to the hearts of all; precious memories cling around them and their founders Let the disagreements of the past be buried and forgotten. Let University, college and academy all unite in their efforts to educate our people and place our beloved State where she belongs—in the front rank of intelligence, as she is of virtue. While feeling thus towards the University and colleges, the academy owes it to itself and to the State to protest against the establishing of preparatory schools under the auspices of church or college. The past history of academies in North Carolina justifies their demand for continued independent existence. There is no need for church schools or high schools on college grounds. The boy from twelve to seventeen requires different discipline from that suitable for a collegian. The enlightened Christian believes that there are more roads to heaven than one. Bigotry is antagonistic to intelligence. It requires the combined effort of all classes to maintain a good academy in the average country neighborhood or small town. Christain unity in essentials and Christian charity in non-essentials should be a Christian's motto.

It is incumbent upon the Academy to train its pupils in the duties of citizenship. An intelligent citizen is the body-guard of the Republic. He who votes as his party boss directs is not a citizen but a part of a machine. Virtue should be the indispensible requisite in an applicant for public office. The teacher in the academy is training the future rulers of the republic. See to it that yon train them wisely,—to be God fearing men; to regard the ballot box as the sacred palladium of liberty; to respect those in authority, and especially to honor judges as the representatives of justice and virtue.

Riverside Literature Series

Over 150 numbers already published, containing masterpieces from the writings of the great Authors of America and Great Britain. With Introductions, Biographical Sketches, Notes and Portraits.

Adapted for use in all grades of Primary, Grammar, and High Schools, and for School Libraries.

REGULAR SINGLE NUMBERS, PAPER, 15 Cts., Net.

AMONG THE AUTHORS ARE

LONGFELLOW,	SHAKESPEARE,
LOWELL,	SCOTT,
EMERSON,	TENNYSON,
HAWTHORNE,	BURNS,
HOLMES,	HANS ANDERSEN,
BRYANT,	DICKENS,
WHITTIER,	GOLDSMITH,
JOHN FISKE,	BROWNING,
JOHN BURROUGHS,	MILTON,
POE,	MACAULAY,

AND MANY OTHERS.

A Descriptive Circular giving the Table of Contents of each Number of the Series will be sent on application.

Houghton, Mifflin & Company,

4 Park St., Boston: 11 East 17th St., N. Y.: 378-388 Wabash Ave., Chicago.

7 PER CENT INVESTMENT.

TAXES PAID BY COMPANY.

OFFICERS.

J. C. Drewry, Prest
J. S. Wynne, V Prest.
B. S. Jerman, Treas.
J. N Holding, Atty.
Geo. Allen, Sec.
C. G. Latta,
W. S. Primrose.

Ten Year $100 Coupon Certificate, with 20 semi-annual coupons of $2 25 each, secured by real estate mortgage, are being sold for $85.00 cash, which gives a seven per cent. investment free of tax. Also monthly payment $100 certificates payable 100 months after date, with guaranteed protection and maturity of investment in case of death, are being sold for 100 payments of 80 cents. This gives a six per cent. per annum profit, besides valuable protection. A valuable investment for teachers. Write for particulars.

MECHANICS' & INVESTORS' UNION,

GEORGE ALLEN, Secretary, Raleigh, N. C.

SUMMER SCHOOL.

Kindergarten Normal School,

GALESBURG, ILLINOIS.

Will open June 11 and close July 6. Our specialty is teaching public school teachers how to apply kindergarten methods to the various grades of public school work.

M. EVELYN STRONG, Principal.
ADDA R. ROBERTSON, Sec.

WAKE FOREST

Summer Law School

The next session of the Wake Forest Summer Law School will begin June 18, 1900, and will continue until the September examinations in Supreme Court. The lectures will cover the entire course prescribed by the Supreme Court. Every law student in North Carolina will find it to his advantage to study law at Wake Forest. For further information address

N Y. GULLEY, Wake Forest, N. C.

MARTHAS VINEYARD SUMMER INSTITUTE,

Cottage City, Mass.

Five hundred students. Forty Instructors. Send for 64-page circular.

William A. Mowry, Hyde Park, Mass.

Increase Your Salary

by introducing Shorthand into your school. Learn the **PERNIN SYSTEM,** the best taught. No shading, no position, easily learned by mail. A grand success in our school. Write for terms to pupils by mail.

JAS. F. BROWER,
Salem Boys' School,
Winston-Salem, N. C.

In dealing with advertisers please mention the North Carolina Journal of Education.

Current Educational Thought.

SUPT. CHAS. L. COON, SALISBURY, N. C.

Mr. Walter H. Page, in a recent address before the school superintendents of Chicago, said: "If I had the reponsibility of coaching a man of fortune who wished to confer the largest possible benefit on the next generation of his countrymen, I should advise him to establish a post-graduate school of writing at as many of our universities as he could. The instructors should not be men of mere dumb scholarship, bnt men in whom the impulse of creation, of construction, is strong. He would bring to the school successful novelists, successful essayists. As a plea for the right of every one to have an opportunity to acquire the correct nse of his mother tongue, Mr. Page's address is interesting and thonghtfnl. The subject assigned Mr. Page for discussion was "The Right Use of Speech in a Democracy."

The will of the late Dorman B. Eaton, who spent his life in the cause of "Civil Service Reform," contained beqnests to endow a professorship of the "Science of Government" at Harvard and a chair at Columbia "to gather municipal wisdom from the most enlightened cities."

It is a great pity that the office of State Superintendent of Public Instruction in North Carolina has never been treated except as a place for some one whom some party felt should be rewarded. If the school men in North Carolina really wish that office to be non-political, there is now a good opportunity for them to use their influence in that direction to retain the present incumbent. "Faith without works is dead, being alone."

The Texas Teachers' Bureau.

Is the oldest teachers' agency in the state. It has had 11 years' experience. For further particulars send two cent stamp to MOORE & RUSSELL, Managers, Palestine, Texas.

Summer Preparatory School.

Chapel Hill School.

Chapel Hill School offers as a part of its regnlar year's work a Summer Term of twelve weeks, beginning Jnne 26th and closing September 20th.

This term will be of special valne to stndents wishing to complete their preparation for the University, and to public school teachers who wish to prepare for college. For aanonncements and catalogue write to the principal.

J. W. CANADA,
Chapel Hill, N. C.

OUR LINE OF . . . .

CLOTHING and FURNISHING GOODS

will interest any gentleman that desires to be well dressed and present a neat appearance. Then, besides, we always give value. You might drop in and be convinced of your own accord.

Will H. Matthews & Co.,

ONE PRICE CASH CLOTHIERS,

304 South Elm Street, GREENSBORO, N. C.

TATE SPRING, EAST TENNESSEE.

The Carlsbad of America.

The most delightful health and pleasnre resort in the South. 164 miles east of Chattanooga, in the loveliest valley of the East Tennessee mountains. Two hotels, 25 cottages, 40 acres lawn, walks and shade trees. Electric lights. Complete system water works, with modern baths. Splendid orchestra, spacious ball-room, telegraph and long distance telephone; in fact all the amnsements and comforts. Best German and American cooks. The water cnres Indigestion, Dyspepsia and all tronbles of Liver, Stomach, Bladder, Bowels and Kidneys. Shipped any time anywhere. Write for 40 page book, free.

Price of Water Shipped.—The water is shipped at all seasons of the year in poplar barrels, at $5.00 each. Half-barrels, $3.50. Cases, one dozen half-gallon bottles at $5.00. 5 gallon Rockerjohn, $2.75. 10 gallon Rockerjohn, $3.75. 5 gallon crated Demijohn, $2.25. 14 gallon glass Carboy, $3.75. Special rates to dealers in carload lots on application. Terms cash. Remit by P. O. Order on Tate Spring, New York exchange or registered letter to Tate Spring, Tenn. Shipping daily at the rate of over 4,000 packages per annum. Special freight rate to all points can be secured. Tate Water is sold by the most reliable druggists in all principal cities and towns.

Senator E. W. Pettus, of Alabama: "I have found Tate Spring water a genuine specific for the cnre of malarial tronbles."

R. L. Taylor, ex-Governor of Tennessee, Nashville: "I regard Tate Spring as the best on the continent."

Thos. A. Mellon, of Mellon Bros., Bankers, Pittsburg, Pa.: "I believe there is no water in this country eqnal to Tate's for the cure of neuralgia, as well as dyspepsia and liver tronbles."

J. W. Thomas, President and General Manager of Chattanooga & St. Louis Railway: "I take pleasure in recommending it to anyone who wishes to enjoy continnous good health."

R. A. Hemphill, Atlanta Constitution, Atlanta, Ga.: "I greatly appreciate Tate Water and highly recommend it."

J. M. Studebaker, South Bend, Ind: "I believe there is no spring in America that contains the healing qnalities that Tate Spring does."

J. S. Carr, Durham, N. C.: "I think it the finest water to be found anywhere."

James Swann, of Inman, Swann & Co., N. Y.: "I have found Tate Water of great benefit and superior to many other waters I have nsed."

T. S. Webb, Esq., Knoxville, Tenn.: "I believe Tate Spring has no equal in the world."

Address, THOS. TOMLINSON, Prop'r, Tate Spring, Tenn.

In *The Outlook* for February 24, Rev. W. F. Anderson, a Methodist preacher of Sing Sing, New York, makes a plea for the teaching of theology by the inductive method. He says: "One thing is certain: if we are to have a theology which will satisfy the demands of this age, we must have a theology founded upon fact. The Baconian method has so far permeated the life of to-day that the spirit of the age may be said to be scientific. This being true, no department of theological investigation can have standing among thinking men, unless its method be a scientific one. Now, instead of there being cause for alarm, there is cause for rejoicing that we have at last come to a time in our history, when facts alone will suffice for the basis upon which we shall build our systems. The outcome will be immense gain to the cause of evangelical Christianity."

In a recent number of *The Outlook*, Nora Archibald Smith writes a thoughtful article on "The Training of the Imagination." Her closing words are as follows: "Dickens has etched for us in 'Hard Times' a picture of child-training which deliberately excludes all appeals to the imagination; and we know the fate of that unfortunate little Gradgrind who was so often bidden never to wonder. Even a McChoskum-child, we might suppose, should know that wonder is an essential element in human development, that it stretches the mind and sets all the faculties on tiptoe striving to catch the bright visions that float just out of reach. Let us reverse the Gradgrind motto for our children, and insist that they cultivate the imaginative powers, for it was a great lover of their kind who said that childish wonder was the first step in human wisdom." Oh, if the whole army of public school teachers in this land could only get away from tradition and nail such a motto over their school house doors! The day of better

JOS. J. STONE,

JOB PRINTER,

GREENSBORO, N. C.

Specialty of School Work of all kinds. A trial order solicited.

Fariss' Dyspepsia Tablets

Price 50 Cents per box.

Guaranteed to give immediate relief. Sent postpaid to any address on receipt of 50c. JOHN B. FARISS, Druggist, 121 S. Elm St. Greensboro, N. C.

TAR HEEL Cough Syrup North Carolina's wonderful cough remedy, made from pure pine tar from the pine regions of North Carolina. Positively cures coughs, colds in the chest or lungs, and incipient consumption. Always reliable. It is splendid for children, tastes good, doses are small. All druggists and dealers, 25 cents, or by mail on receipt of price. Manufactured by the Tar Heel Medicine Company, Greensboro, N. C.

Your neighbor and other residents

In North Carolina

Testify to marvelous cures effected in a short time by

Mrs. Joe Person's Remedy.

Admitted the WORLD'S GREATEST BLOOD MEDICINE.

KITTRELL, N. C.

The Humboldt Library of Science is the only publication of its kind—the only one containing popular scientific works at low prices. It contains only works of acknowledged excellence by authors in the first rank in the world of science. In this series are well represented the writings of Darwin, Huxley, Spencer, Tyndall, Proctor, and other leaders of thought. Catalogues free; or send fifteen cents for a sample volume to

The Humbolt Library, 64 Fifth Ave., N. Y.

THE **Pratt Teachers' Agency**

Recommends college and normal graduates, specialists, and other teachers to colleges, schools, and families. Advises parents about schools.

WM. O. PRATT, Manager,

70 Fifth Ave., - - - New York.

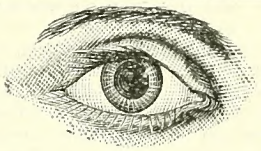
FREE TO TEACHERS!

Full information about the work of the EDUCATIONAL BUREAU, Raleigh, N. C. Hundreds of teachers have been helped to better positions during the past eight years of its existence. Write at once for particulars.

TEACHERS!

Do you wish to make your vacation earn something? We want a few good men. To such we will make a liberal proposition for employment in a business—dignified, exceptional, and also permanent if mutually satisfactory. If you mean business, write promptly.

W. B. McCASLIN,
Randolph Building, Memphis, Tenn.

Teachers  **s**

Neglected Means Serious Trouble.

The wise teacher is careful that his or her eyes receive proper attention. A half-hour at our offices may save you months of suffering. Our glasses mean correct and comfortable vision. Are your eyes worth saving? Call and see us.

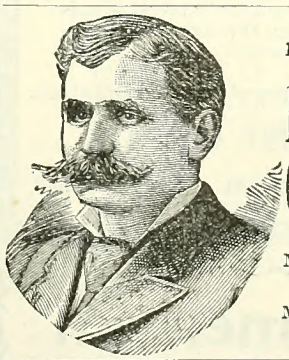
DRS. R. L. & E. H. MOORE,

OFFICE WITH

Moore Optical and T. M. Co.

112 E. Market St., Greensboro, N. C.

Wholesale agents Graphophones and Latest Records. Also best makes Cameras, with supplies; Opera and Field Glasses, Compasses, Telescopes, and anything optical. Up-to-date Typewriters—The Chicago, $35; Pittsburg Visible, $75. Call or write us. 112 E. Market St.



To Repair Broken Articles use

Major's Cement

Remember
MAJOR'S RUBBER CEMENT
MAJOR'S LEATHER CEMENT

HIGHLAND HOMES. A Great Country with a Glorious Climate. Come to our Tennessee Colony.

Heathful Homes Schools, Societies, Churches. Near Nashville, on line of Railroad.

Wood and Water abundant. Stock and fruit lands cheap, terms reasonable. Come or write. Happy Homes.

THE HIGHLAND COLONY COMPANY,
Dickson or White Bluff, Dickson County, Tennessee.

thfngs for the children than meaningless book lessons would certainly follow such a faith.

John Ruskin's memory is perpetuated by F. W. Bourdillon in a recent *London Spectator* in the following lines which deserve to live:

"Quenched is the lamp, ev'n in its flickering clear,
We miss the light: we would not have him here;
No carping littlenesses lift their head
Where he is, 'mid the great unjealous dead.
He thirsted—as a thirsty land for rain—
For Beauty, and for Good as men for gain;
Now may he drink of the immortal tide,
Ever athirst and ever satisfied."

The salary attached to the positions of most North Carolina teachers will hardly satisfy; the teacher must thirst for something else and let the rest of mankind strive for gain, if they will.

A recent report of our Consul at Lyons, France, gives an account of the French "Mutual Aid Societies for French School Children." These societies are established under a law passed as early as 1856, amended in 1898. Their object is to afford assistance to their child members during sickness and to furnish a pension fund for old age, to be drawn upon when fifty, fifty-five or sixty years old, according to the amount deposited or as the beneficiary may elect. The maximum pension is $69.48. The children deposit two cents a week, which is divided into two equal parts, one cent going to the mutualty fund for aid in sickness, the other to the pen-

ANDREWS
SCHOOL FURNISHING CO.
65 5th Ave., N.Y.

Study Medicine, Pharmacy, AND Dentistry In Summer at Chicago.

The Illinois Medical College.
Summer School.

Medical Course, four years, January 1st to October 1st. Each session nine months, divided into 3 terms. Two terms attendance constitutes one year's credit. Dentistry three years, seven months each, March 1st to October 1st. Pharmacy two years, six months each, April 1st to October 1st. For particulars write

HEMAN H. BROWN, Sec., 103 State Street, Chicago.

C. F. THOMAS,
Job Printer,
GREENSBORO, N. C.

School and Commercial Work a Specialty.

School Catalogues in best style.
Prices as low as consistent with good work.
The Journal is a specimen of our work.

HARVARD UNIVERSITY
SUMMER SCHOOL.

July 5 to August 15. Fifty two courses in Arts and Sciences.
The work is especially adapted to the needs of teachers. Women as well as men admitted to all the courses except in Engineering and in Geological Field-Work. For pamphlet containing description of the courses and statement of expenses, apply to

J. L. LOVE, Clerk, Cambridge, Mass. N. S. SHALER, Chairman.

I give a Special Rate

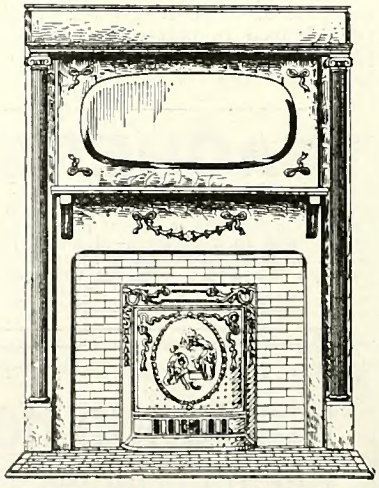
to teachers and students passing through or visiting Greensboro.

All the popular styles and sizes.

ROBT. G. WHITE,

106½ S. Elm St. Photographer.

Worth $50. OUR PRICE, $30.
FREIGHT PAID.



Mantel No. 410.—Height 6 feet 10 inches, width 5 feet, tile opening 30x42 or 36x36 inches, mirror 18x30 inches, French bevel, profile 2¼ inches, quartered oak and polish finish. Hearth and facing best quality enameled tile, frame summer ront and club house grate.

Educators, Listen:

Your business is that of educating our people and raising them to a higher plane of intellect and refinement. God speed your calling.
Our business is that of making, buying and selling

WOOD MANTELS
AND JOBBING
GRATES, TILES,

and Fireplace Goods of all kinds. We also take contracts for

ENCAUSTIC TILE FLOORS
of all kinds.
Tile Wainscoating for Lavatories, Baths, &c.

We give this line all of our time and thought and can please you. Mention this Journal and send for catalogue "D."

McClamroch Brothers,
219 South Elm St.,
GREENSBORO, N. C.

American Song Birds

16 beautiful pictures in colors by Ridgway

FREE.

Apply only to our local salesrooms.
THE SINGER MANUFACTURING CO.
Salesrooms in every city.

In dealing with advertisers please mention the North Carolina Journal of Education.

sion fund. The money is deposited iu a government depository and afterwards invested in government bonds drawing three and one-half per ceut iuterest. The government aids these societies. For every child who contribntes dnring an entire year the State adds 19.03 cents, one frank, to the common fund. It also gives a sum equal to one-fourth of the entire amount deposited by the children. The amonnts deposited for the pension fund cannot be recovered except for tbat purpose. If the chid dies before reaching the age limit, or for any reason drops ont of tbe list of depositors, his cents go to the State. The money derived from the pension fund passes to the next of kin in the event of the deatb of the depositor. This brief ontline of tbis interesting system is given here because it seems to be along the line of modern educational inclnsiveness.

In a recent number of the New York Churchman, Prof William P. Trent, of the University of the South, takes occasion to commend the fonnding of secret societies among tbe colored people as a means of elevating their individual or collective morality. Prof. Trent refers especially to the work of the Odd Fellows and the Household of Ruth. The idea is advauced that the church is less able to discipline the black man or woman than the "Lodge," that institution having a most salutary effect in repressing the vices of its members, especially sucb as roguery and improper family relations.

A recent law enacted in Colorado is directed toward the prevention of unsuitable marriages. This law provides for a system of county marriage boards consisting of tbree pbysicians, all of different schools, one of whom must be a woman, wbose duty it is to pass on the mental and physical fitness of all applicants for marriage licenses. Marriage of persons wbo fail to reach the mental and physical standard reqnired by law may be prohibited by this board.

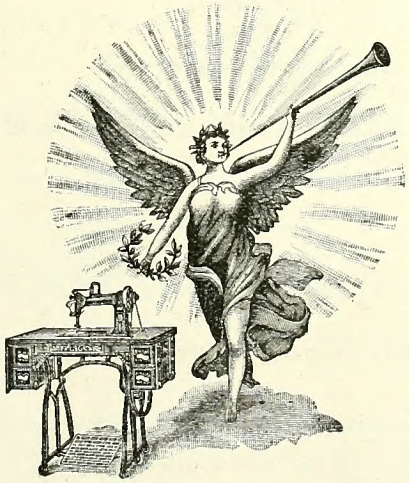
An article of vital interest to teacbers will be found in the February Forum. The subject is University Extension in Agriculture." Those teachers who have not seen tbe leaflets prepared by Cornell University, Ithaca, New York, on "Nature Study," would do well to get this article and read it and then send a letter to Cornell and get additional information, which will be snre to aid those who would like to do "Nature work," or elemeutary science, in the country schools, bnt who do not know how to begin.

Death of Dr. Leslie E. Keeley.

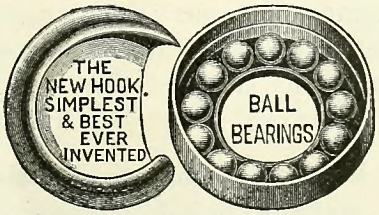
The Charlotte Observer prettily says: "Yesterday's dispatches announced the death of Dr. Leslie E. Keeley—not a great orator, not a great statesman, not one who commanded the attention of listening senates, bnt greater than all these, a benefactor of his race. A system of medicine if it may be so called, released of a thralldom under which they are bound. It does it, undoubtedly, if they are willing patients; aud the death of its originator deserves the passing tribute of a tear."

The Raleigh Morning Post of Febrnary 24, says: "In the death of Mr. Leslie Keeley, the fonnder of the Keeley Institnte and treatment, the world has lost one of its greatest benefactors. Whatever scientists or experts may say, or have said, and many of them havebeen virulent in their condemnation of Mr. Keeley and the work he engaged in, the practical resnlts of that work stand out today in thonsands npon thousands of living, active, usefnl and nplifting testimonials to the good effects and efficacy of his labors. And it may be that still other thonsands would today be the happy and usefnl beneficiaries of this service but for the derision and opposition of so-called scientific experts and others as thonghtless or ignoraut or selfish. If Mr. Keeley made money out of his metbods, it is no more than all others strive to do by the methods they nse or prefer to use; bnt the money involved cannot be weighed with the restored manbood which the Keeley cnre has accomplished, for which the very name of Keeley will be and is blest by thonsands today. Mr. Keeley's work will go on, blessing hnmanity and to revere and bless his memory.

Wheeler & Wilson Sewing Machine.



Rotary Motion and Ball Bearings.



Agents wanted in all unoccnpied territory.

WHEELER & WILSON MFG. CO.,
ATLANTA, GA.

Southern Railway

THE . . .
STANDARD RAILWAY OF THE SOUTH

The Direct Line to All Points.

TEXAS,
CALIFORNIA,
FLORIDA,
CUBA AND
PORTO RICO.

STRICTLY FIRST-CLASS Equipment on all Through and Local Trains; Pullman Palace Sleeping Cars on all Night Trains; Fast and Safe Schedules.

Travel by the Southern and you are assured a Safe, Comfortable and Expeditious Journey. . . .

APPLY TO TICKET AGENTS FOR TIME TABLES, RATES AND GENERAL INFORMATION, OR ADDRESS

R. L. VERNON, T.P A., Charlotte, N. C.
F. P. DARBY, C P. & T.A., Asheville, N C

No trouble to Answer Questions.

Frank S. Gannon, 3d V. P. & Gen. Man.
J. M. Culp, Traf. Man.
W. A. Turk, G. P. A.
WASHINGTON, D. C,

North Carolina Teachers Assembly

Seventeenth Year.

12th to 17th June, 1900.

AN ATTRACTIVE PROGRAMME.

Living Subjects Discussed by Living Men.

Special Public School Day for County Superintendents and Their Work.

Visit of DR. J. L. M. CURRY, General Agent Peabody Fund,
and a Special Address by him to the Assembly.

THE ADVISABILITY OF COMPULSORY EDUCATION IN NORTH CAROLINA WILL BE DISCUSSED.

ON TO MOREHEAD!

Make your arrangements to spend a few days for both profit and pleasure at the Assembly this year.

No teacher can afford to miss the gathering of teachers this year. It will give new life, new zeal, and greater aspirations for the important work in the future.

Railroads have given us **one fare rates, plus the two dollars membership fee** of the Assembly. Good board will be secured at **one dollar per day.**

This will be a great year for State Political Gatherings.

Let us also make it a **memorable year for a great Educational Gathering.** Remember this will be the last Annual Teachers' Assembly of the 19th Century. Let us make it one worthy of the time in which we live.

For information write

Prof. D. Matt Thompson, President, Statesville, N. C.,
or **C. H. Mebane, Sec. and Treas.,** Raleigh, N. C.

State Library

NORTH CAROLINA

Journal of Education.

VOL. III. GREENSBORO, N. C., APRIL-MAY, 1900. NUMBER 9-10.

The Educational Outlook in North Carolina.

COL. JULIAN S. CARR, DURHAM, N. C.

In response to the courteous request for the expression of the views of a man of business upon the educational outlook in North Carolina, these thoughts are offered.

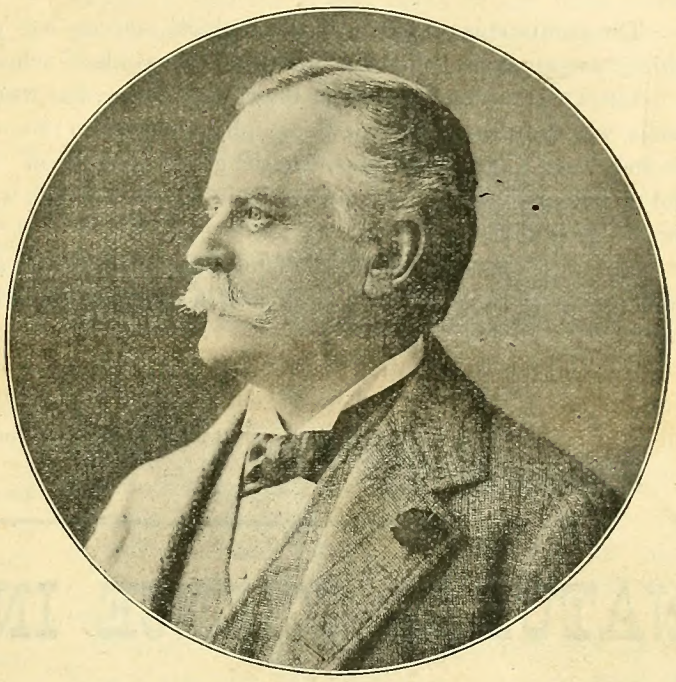
If the American ideal of government as indulged by the fathers of the Republic, is to find reality in control by virtue and intelligence, for the greatest good to the greatest number, through free consent and willing submission to law, it is, first of all, needful to secure and maintain such intelligence and virtue.

We must assume, indeed, that there is no choice. Departure from the rule of the true and wise has already brought us to the brink of revolution, under the sway of combined greed and ignorance.

If as a state or a union of states, we are to escape the consolidation of empire controlled by a vast organized plutocracy, even though preserving the name of republic, just as was the case with Rome, when consuls by title had become monarchs in power;—if, again, in a vain effort to find relief, we are to avoid the plunge into a gulf of anarchy, whose bottom would be such chaos that the French Revolution would be pastime in comparison, there are but two great forces on which we may rely. One of these is the moral enlightenment of the people; the other their development in intelligence.

This is no new story. Virtue and knowledge must be the sheet anchors of the ship of state. At bottom we have always known it, but, if all signs do not fail, we feel it at this hour more than ever before. With the discussion upon the adoption of the Amendment, freeing society from the burden of the ignorant and purchasable ballot of the illiterate negro, and its corollary, which requires the youth of the white race to prepare by education to properly meet the responsibilities of voters in a few short years, the subject of the cultivation

(*Continued on page 11.*)



JULIAN S CARR.
MILLIONAIRE PHILANTHROPIST: FRIEND OF PUBLIC EDUCATION.

Among the many donations made by Col. Julian S. Carr to education, the NORTH CAROLINA JOURNAL OF EDUCATION has been able to learn of the following:

The University of North Carolina, $25,000; Trinity College, $40,000; St. Mary's School, (for purchase of property), $1,000; Wake Forest College (students' aid fund), $1,000; Baptist Female University, (building fund), $500; Davidson College, to found scholarship), $1,000; State Normal and Industrial College, (scholarship), $4,000; American University, Washington, D. C., $10,000.

He has also aided largely Elon College and Greensboro Female College, and is contributing to a special chair at Vanderbilt University. In addition to these gifts, Col. Carr pays the expenses of many students in most of the colleges of the state, thus enabling worthy young men and women who would otherwise be unable to do so to obtain an education. In answering inquiries, several college officials say that Col. Carr has probably given more than indicated in the figures, since he has frequently given small amounts. He has contributed largely to the public schools of Durham from time to time, and to the Durham public library. In the local tax campaign of '97, he offered $500 to the county that should give the largest per cent. of its vote for the special school tax.

"PHILOSOPHER OF THE SEAS."

Maury's Geographies==Revised.

The continuous progress of geographical science has prompted this revision of a series of Geographies which have for years held a fixed place in thousands of school rooms in this country.

THE DISTINCTIVE FEATURE of the early editions, one which added so materially to their importance as text books, was the presentation of Geography as a science rather than as a collection of disconnected facts. Land, air and ocean were treated as part of the grand mechanism It was also pointed out how geographical position and climate of a country determined its industries. Trade was shown to be in a special manner under the influence of geographical law.

MAURY'S IDEAS and method of teaching Geography were, when first presented, in advance of the times. They are to-day accepted by a large portion of thoughtful educators throughout the country as psychologically correct.

After a brief presentation of the underlying principles of mathematical, physical and political Geography, each section of the earth is here treated in detail, and finally, after the pupil has mastered these details, he is led by a carefully constructed series of review studies to look at the earth as a whole—as a unit. This is the rue pedagogical method.

NATURAL SCIENCE IN SIMPLE STORIES.

Holmes' New Readers,

BEAUTIFULLY ILLUSTRATED AND WONDERFULLY ATTRACTIVE

INTERESTING FACTS about plant life and animal life are woven into charming stories well graded and so judiciously interspersed with other reading matter as not to become monotonous.

"BRIGHT, SPRITE AND WHITE" is lesson 29, page 94, of the Third Reader. In this lesson will be found a charming story which is most attractive to children, and at the same time instructive in natural science, as it teaches the different forms of water, and explains the physical causes of the changes in form. Many other Lessons on the same principle will be found in these books, our purpose being to have them sufficiently bright to be attractive to children, and at the same time to give useful information as far as possible in the lessons taught.

Just prominence has been given to SOUTHERN AUTHORS. Holmes' Fifth Reader contains twenty-two selections by Southern Authors. The subject-matter of the selections embraces descriptions of Southern scenery and incidents of Southern history, treating the South as an integral part of the Union, and not ignoring it as is so often done in the subjects placed before children in Readers. These selections from Southern Authors contribute to make the books truly National in character. Correspondence invited. Address

UNIVERSITY PUBLISHING COMPANY,

43-47 E. TENTH STREET, NEW YORK.

In dealing with advertisers please mention the North Carolina Journal of Education.

North Carolina Journal of Education.

Devoted to Education in North Carolina and the South.

VOLUME III. APRIL-MAY, 1900. NUMBER 9-10.

North Carolina Journal of Education.

Entered as Second-Class Matter at the Post Office at Greensboro, North Carolina.

PHILANDER P. CLAXTON,
Professor Pedagogy State Normal and Industrial College,
EDITOR AND MANAGER.

Published monthly at Greensboro, N. C.
SUBSCRIPTION, $1.00; SINGLE NUMBERS, 10 CENTS.
In ordering paper give name, postoffice, county and state.
Remittances should be made by money order, express order or bank draft, payable to North Carolina Journal of Education,
Personal checks should not be sent for sums less than $1.00. Stamps, one and two cents, taken for $1.00 or less.
Address NORTH CAROLINA JOURNAL OF EDUCATION. Greensboro, N. C.

Change of Management.

For nearly three years the entire business and editorial management of this journal has been in my hands without financial assistance or any aid beyond that rendered by an office secretary. In the mean time my duties in connectiion with the State Normal and Industrial College and the county institutes have demanded practically all my time during the whole year, making it necessary for me to do most of the work on the JOURNAL at odd times and late at night. To this I have willingly given up all my leisure, but, as the circulation of the JOURNAL has grown, the business management has demanded gradually more and more time until it has become necessary to make some other provision for it. For this purpose a publishing company is being organized, with sufficient capital to employ a competent business manager, who will give all his time to the management of the JOURNAL. He will be able to look more closely after collections, advertising and printing, and to correct many irregularities. Among other things he will be able to get the monthly editions out on time,—which has frequently been impossible in the past.

The date of publication will be changed to the first of the month, and the first issue under the new management may be expected June 1st. To make this possible there will be no May issue, except the present edition, which must count for April and May.

This journal was begun for the purpose of helping forward the cause of education and right teaching in North Carolina and the South, and I am happy to believe that already it has done some good and that it may do much more in the future. Its three years of existance has demonstrated two things: that there is a demand for a good educational journal in the South, and that there are hundreds of scholarly men and women who are willing to help make it. I think it has also been shown that, with proper business management, such a paper can maintain itself.

For the present at least I shall retain the editorial management, and hope to have the continued co-operation of all those who have so generously aided me in the past. It shall be my purpose to make such a paper as shall be helpful to teachers, a credit to the state and a blessing to the country. When released from the care of the business management, I hope to have sufficient time to do the editorial work in a more worthy manner and to give proper attention to many things hitherto impossible.

With sincere thanks for your support and co-operation in the past, and begging an enlarged share of both for the new management,

Yours sincerely,
P. P. CLAXTON.

President Alderman's Resignation

It should be a source of pride to every North Carolinian that the president of our University, Dr. Edwin A. Alderman, a native of the state, an alumnus of its university, a product of its genius, its life, and its institutions, has been called to the presidency of the great Tulane University of Louisiana, at a salary of $6,000. With the world to choose from and money and equipment to pay for and tempt the best talent, scholarship and administrative ability, the trustees of this institution, after a year's careful deliberation and inquiry, have offered the presidency to Dr. Alderman at a salary more than twice that which he received at Chapel Hill. This is a high and well-deserved compliment to Dr. Alderman, and an honor shared by the University and the state.

But there is another side to it. The University and the state can ill afford to lose Dr. Alderman's services at this time. In the few years of his administration the University has developed as never before and the the excellent work done by his predecessors has been carried to a higher degree of perfection. New buildings have been erected, old buildings have been remodeled, the library has been re-arranged and enlarged, courses of study have been adjusted and extended, the Summer School for Teachers has increased in usefulness, a summer term has been added to the regular session, and all work has gradually been uplifted. By his conservative and progressive policy, his economic administration, his kindly but firm and just dealings, and his courteous manners, he has won the confidence, esteem and love of trustees, faculty, students and all who have come in contact with himself or the University.

Nor has his services to the general cause of education in the state been less valuable and effective. For fifteen years, as superintendent of schools, as conductor of institutes, as professor in the State Normal and Industrial College and in the University, of which he is now president, as president of the Teachers' Assembly, as popular lecturer at hundreds of gatherings of our people, who have never failed to be charmed by his eloquence, he has been a mighty force for popular education in all its many phases and departments. His labors here have been invaluable. In the great educational gatherings of the Nation he has represented us with credit, and his addresses delivered in leading educational institutions of other states have been received with no less favor than those delivered at home. With an established reputation and a wisdom gathered through years of successful labor, he is still a young man, with the best years of his life and his life's work before him. He is just the man North Carolina needs at the head of her great University to conduct its affairs in the larger years of the twentieth century, and we should offer such inducements as will cause him to remain among us.

And what inducements should be offered. The average salary of presidents of institutions of like grade as our University in the South is probably $4,500. Dr. Alderman's salary should be increased to this amount at once. But we imagine the amount of salary is not the chief inducement in the Tulane call. It is the opportunity to do a greater work with fuller and better equipment; and this should be our chief care. Let the trustees, the alumni, the people of North Carolina give Dr. Alderman assurance that, as rapidly as possible, such opportunity will be forthcoming here. Let us all determine that the appropriations to our University shall be doubled at least, and the endowment quadrupled,—and that right speedily. This not for Dr. Alderman's sake alone, but for the sake of ourselves and our children. We have the means; let us begin now to do the work necessary to put our own University, which we love so much and which has been such a powerful factor in the civilization of the state, in the front rank of the great institutions of the land. It will not impoverish us; it will only enrich us. It will not tear down any other educational institution in the state; it will only tend to build them all up. And let us have Dr. Alderman to help us and lead us in this great work.

[As this goes to press the news comes that Dr. Alderman has tendered his resignation, that he may accept the call to Tulane. We still hope he may be induced to reconsider this matter and to withdraw his resignation. If he does go, we heartily congratulate Tulane, New Orleans, Louisiana and the Central South. But their gain will be our loss; and our loss will be irreparable. A competent man may be chosen to the presidency of the University, but forces now working for the splendid uplifting of the state will be diminished by the amount of Dr. Alderman's enthusiasm, energy, wisdom and eloquence.]

The announcements of the University Summer School for Teachers, which will begin June 12 and continue four weeks, indicates that this session will probably be the best yet held. It will be, in the strictest sense, a school of methods, meeting directly the wants of teachers of every grade in all kinds of schools. The members of the faculty, chosen with special reference to their various lines of work, represent the best talent in North Carolina and several other Southern states. The University will be open for its regular summer term, and those who desire may take one or more courses of regular university work.

Since its organization, six years ago, this school has increased rapidly in numbers and has gained an enviable reputation both for the character of work done and for its delightful atmosphere of scholarly and refined social life. No better opportunity for a month's work and recreation is offered teachers anywhere in the South, and every teacher who can possibly do so should take advantage of it. For full information write to Pres. Edwin A. Alderman or Prof. M. C. S. Noble.

On to Morehead.

It is only one month now till the meeting of the Assembly. An excellent programme has been prepared, the officers are working up the interest of the teachers and the people, the roads have guaranteed a rate of one fare, plus $2.00 for membership coupon, and everything indicates the most important session ever held. There are momentous questions of public interest, and therefore, of interest to each and all, to be discussed, and no teacher who is able to attend should think of remaining away. In recreation alone a trip to Morehead will more than repay the expense of money and time necessary to make it. The programme is printed elsewhere.

Since our last issue the political conventions have been held and nominations for the various offices have been made, among them the nomination for office of State Superintendent of Public Instruction, just now the most important office in the state. We had hoped all parties might be wise and strong enough to rise above mere partisanship and unanimously nominate Supt. Mebane to be his own successor in the office for which he had shown himself so well fitted. To have done so and thus to have put this office above the squabble, bitterness and bickerings of partisanship would have long continued to be a chief glory of this last year of the nineteenth century, and a guarantee of better things for our schools. And we have not yet heard any reason given why it should not have been done, except purely partisan ones.

But it was not done, and we accept the action of the conventions in that spirit which is necessary and becoming in the citizens of a democratic government. Both the gentlemen nominated (Gen. T. F. Toon, by the Democratic convention and Hon. N. C. English by the Populists and Republicans) are able gentlemen, either of whom will, if elected, devote all of his energies to the proper conduct and development of this most important interest of the state. Gen. Toon's declaration, that this office is no place for a narrow-gauged man, and that, if elected, he will carry the campaign for better elementary schools into every district of the state and work for the upbuilding of every educational interest, has the right ring, and we believe that Mr. Engish will do no less. Both are teachers of ability and have been intimately connected with our public school system, and, in the hands of either, we feel sure our schools will continue to make progress.

In the mean time the most significant fact in the present campaign is the bold stand for public education taken by the Democratic candidate for Governor, Hon. Charles B. Aycock. For twenty years there has been no stauncher friend of public education in the state than Mr. Aycock. As a member of the board of trustees of the Goldsboro graded schools and as chairman of this board, he has had ample opportunity for proving his faith by his works, and has never failed. In the gubernatorial chair, if elected, he will be the strongest force for public education North Carolina has ever had.

A summer school for teachers and others will be held at Mars Hill College, Madison county, June 18 to to July 12. The purpose of the school is the professional training of teachers of Western North Carolina." Instruction will be given in pedagogics, science, laguage and mathematics by an able faculty of teachers. Several superintendents of western counties are taking an interest in the school, and it may be expected to be a success from the beginning. Board and tuition for the month need not cost more than $10, and the summer climate is delightful.

On Oct. 21, 22 and 23 of this year Vanderbilt University will celebrate the twenty-fifth anniversary of its opening,—the close of a round quarter-century of successful work. Addresses will be made by Bishop E. R. Hendrix, Bishop R. K. Hargrave, U. S. Senator W. V. Sullivan, Prof. E. E. Barnard, Chicago University; and President Arthur T. Hadley, Yale University. Chancellor Kirkland will make a report of the work of the University during its twenty-five years of existence. The new dormitory, Kissam Hall, will be presented by the donor, W. K. Vanderbilt.

$1200 in Prizes.

The National Educational Association offers $1200 in prizes for essays on the seating, the lighting, the heating and the ventilating of school buildings,—200 for the best paper on each subject, and $100 for the second best. The papers must not exceed ten thousand words and must be mailed to the chairman of the committee not later than Feb. 1, 1901. For full particulars write to A. R. Taylor, Emporia, Kansas.

The best indication that sentiment and passion are giving place to reason and thought in the discussion of the race problem in the South is seen in such meetings as those held at Hampton, Capon Springs, Tuskeegee and Montgomery. The Montgomery meeting, May 8, 9, 10, has on its programme the names of some of the most thoughtful and best informed men in America, and the phases of the question to be discussed are fundamental. This is well. Like all great and difficult problems, this problem can only be solved by diapassionate discussion and truth-seeking investigation. And in this discussion and this investigation the wisest of both races must participate.

The people of Charleston and the officers of the National Education Association are pushing forward preparations for a great meeting at Charleston, July 7-13. The Carolinas should be represented by not less than three thousand teachers. It may be many years before another meeting of this association is held so near us. Let us all turn out and show the Nation's teachers that we are alive to our own interests and the great question of education. Not to do so will be a disgrace and bring us shame. The programme will appear in the June JOURNAL.

What can be done to keep the boys in our city schools until they have finished the high school course? An examination of lists of graduates in these schools for the last few years shows an average of about one boy to four girls. One list of thirty-four shows the names of only five boys; another of eight does not contain the name of a single boy. In a town in which there is a good private high school for girls and none for boys, there are only two boys in a list of seven graduates from the public schools. And it must be remembered that the public school course is not extensive. In most instances it does not cover more than ten years, and in some even less. Next to that of providing sufficient teaching force and equipment for the primary grades, now overcrowded, this of keeping our boys in school long enough to lay a broader foundation for future educational development is now the most important problem of our city schools.

President John B. Burwell, of the Statesville Female College, has resigned. A new president will be chosen by the trustees.

In April the Asheville city schools arranged a loan exhibition of pictures and statues—about one hundred and fifty pieces in all—in the old library building. The exhibition, the main object of which was to give the children an opportunity to see copies of the great masterpieces of art, was kept open a week or more. The rent of the hall and other expenses were met by charging the children an admission fee of ten cents. The admission fee for adults was twenty-five cents, from which a clear profit of about $200 was realized, to be expended for books and pictures for the several school-rooms. Superintendent Eggleston will be glad to furnish particulars to any one wishing to arrange a similar exhibit for a like purpose.

We have received from Prof. E. C. Branson a copy of a "Graded Course of Study for the Common Schools of Georgia," which is published by the department of education for distribution among the teachers of that state. This attempt to outline with some degree of definiteness and fulness a course of study for the common schools of the state marks a forward step in the development of its public school system, and should be followed by every Southern state. Much time and money are wasted when each teacher is left to make his or her own course of study without reference to what has been done in that school or what is doing in other schools of the state. This little book and the "Outlines of Methods for Georgia Teachers," issued a few years ago, make it possible for the teachers to work in harmony, and Georgia now has at least a sure foundation for further development of its public school system.

Harvard University has agreed to give instruction this summer to a number of teachers in the schools of Cuba. This will not be done in the Summer School, but under separate direction and by instructors specially chosen for that task.

Music teachers and all who believe in music in the schools will welcome the *School Music Monthly*, edited by P. C. Hayden and published at Quincy, Ill. It is to be devoted entirely to the interests of school music. Send for a copy.

Miss Mary Thompson, of New York City, will open a kindergarten in Charlotte next fall.

Mrs. Mary J. Furman has bequeathed her estate —$200,000 to $250,000—to Vanderbilt University.

As explained in the March issue, this number of the JOURNAL is, in some sense, a patriotic number. The sketches of Bagley, Shipp and Raney have permanent value. The story of the battle of Guilford Court House should be helpful to teachers who wish to give their pupils some definite idea of what occurred there and how. We regret that we have not been able to obtain more cuts for the illustration of this story. An extra edition of 1000 copies of this isssue has been printed and will be sold at 15 cents each, for the benefit of the Shipp-Bagley portrait fund. They can be had by addressing this office and enclosing the amount.

The Salaries of Public School Teachers.

The following table, giving the average annual salaries of teachers in the public schools, based on the report of the United States Commissioner of Education for the year 1897–'98, is interesting, as showing the estimation in which the services of teachers are held in the various states and the inducements offered men and women in these states to make teaching a profession and enter the service of the public schools as a life-work. It will also explain how it is that some states are able to secure permanently for their public schools the service of men and women of large native ability and respectable scholarship, while others are not. Again, one may understand how it is possible for summer schools for teachers to flourish in some states and not in others, and why some states send regularly hundreds of teachers to the meetings of the great educational associations, while others send less than a dozen. It will be seen that the average salaries of male teachers vary from $82 in North Carolina to $1,279 in Massachusetts, and the average salaries of female teachers from $76 in North Carolina to $556 in California. In Massachusetts the average salary of male teachers is 15½ times what it is in North Carolina; in California the average salary of female teachers is 7⅓ times that in North Carolina. We believe the difference in income is not so great in any other profession or department of labor. It is also probable that this difference is greater in North Carolina than in any other state in the Union. Is it wise for us to continue thus to bid for the lowest grade of ability in this most important and responsible position, placing the whole matter on a basis of pauperism? The average annual salary of a public school teacher in North Carolina should not be less than $400, and it is part of the mission of the NORTH CAROLINA JOURNAL OF EDUCATION to bring this about. Every teacher should gladly lend his or her assistance.

AVERAGE ANNUAL SALARIES OF PUBLIC SCHOOL TEACHERS.

STATE.	Annual salary of Male teachers.	Annual salary of Female teachers.	STATE.	Annual salary of Male teachers.	Annual salary of Female teachers.
Maine.....	$ 278	$ 180	Ohio.....	$ 339	$ 322
NewHampshire	249	185	Indiana.....	347	304
Vermont.....	319	200	Illinois	483	411
Massachusetts .	1,279	478	Michigan.....	361	306
Rhode Island..	999	487	Wisconsin	328	236
Connecticut ...	810	394	Minnesota	483	286
New Jersey....	795	460	Iowa	301	253
Pennsylvania..	331	308	Missouri.....	350	300
Delaware	293	273	N. Dakota....	244	217
Maryland	466	392	S. Dakota	339	256
District of Col.	873	595	Nebraska.....	279	236
Virginia	195	163	Kansas.....	272	224
N. C.	**82**	**76**	Montana	517	363
South Carolina.	105	91	Wyoming.....	332	236
Florida	182	168	Colorado	513	430
Kentucky	254	215	Arizona.....	476	411
Tennessee.....	147	122	Utah.....	482	325
Mississippi	187	156	Nevada.....	778	474
Louisiana	182	157	Idaho	281	237
Texas	275	238	Washington...	312	156
Arkansas.....	133	127	Oregon.....	261	209
Oklahoma	169	134	California.....	667	556

Anniversary of the Founding of the Kindergarten.

Less than seventy-five years ago Froebel's Institute at Keilhau was an object of suspicion and persecution by the Prussian government; sixty years ago his first kindergarten at Blankenburg was laughed and jeered at as a vagary of an old man mildly insane; forty-eight years ago Froebel himself died without having seen his ideas become popular or his great discovery regarded with favor either by governments or teachers; his widow, who has just died at the age of eighty-five, lived to see the principles of Froebel recognized by all students of education as fundamental principles in education, the kindergarten established in every progressive country of the world, dozens of presses devoted to the dissemination of kindergarten literature, philanthropists delighting to give their money to found, equip and support kindergarten schools, and the organization of scores of kindergarten associations, local, state, national and international. And all this has come about in this brief period without the force of arms, of wealth

or high political or social standing. Such is the force of truth and love. Truly those who trust themselves to these have gained eternal life. The meek do inherit the earth. On June 28th of this year the Allegemeiner Kindergarten Verein (the International Kindergarten Union of Europe) will celebrate, at Blankenburg, in Thuringia, the sixtieth anniversary of the founding of the first kindergarten; and the greatest, the richest, and the most learned will consider they are honoring themselves in honoring the memory of this lover of childhood and of humanity, through whom blessings and happiness have come to millions of children in all lands, and whose life is forevermore one of the regenerating forces of the world.

The report of Superintendent Venable shows great progress in the schools of Buncombe county. The average school term for the county was 6.79 months, or 136 days. With a total school population of 7,431, the report shows an average daily attendance of 4,244, which is 57 % of the enrollment. This gives an average of seventy-seven days for each child of school age, which is fully three times the average for the entire state, and is much better than is to be found in some cities with excellent systems of graded schools. The average salary of the teachers for the year is $185.70, nearly 2½ times the average for the state. The length of term and the comparatively liberal salaries should encourage the teachers of Buncombe to put forth their best efforts, and attract to the county and to the work efficient and well-prepared men and women.

Elsewhere in this number of the JOURNAL, we publish an article by Superintendent Venable, outlining his plans for the improvement of the schools of his county by concentration and grading. By this means he hopes to obtain longer terms and better teaching. It is, by all odds, the best plan we have yet seen advanced. All who know the mountains will at once see the fitness of the plan for this section, and all who have studied carefully the situation in other parts of the state will as readily see how, with slight modifications, it will apply everywhere. Of course the final solution of the problem must be good schools, with two or three well-equipped teachers, continuing ten months each year. We will come to this sooner or later (God grant it may be sooner!); and this plan of Superintendent Venable is a long step in this direction. His argument in regard to the township seems to us sound. We must hold to some township unity until local taxation becomes general. But when the taxation becomes uniform throughout a county the lines might well be disregarded in locating schools. This would demand more power in the hands the county directors, but there is little reasonable objection to be urged against that.

Hints for Teaching Reading by the Phonic Method.—III.

Pronounce the word *arm*. Spell it (by sound). (ar m). How many sounds? (Two). What is the first sound? (*ar*). Spell (by sound) the word *farm*. (f a r m). How many sounds? What is the middle sound? What does *a r* say? Follow same method with *er*, *ir*, *or*, *ur*, writing words under each other and separating letters, as shown in previous lessons;
ar m
f ar m
c h ar m

Of course, the teacher will see that *ar* really represents two sounds, a vowel sound and a half consonant sound; but the child more easily hears these as one sound. The truth is that *r* (as pronounced in England and the South) is an open-throat semi-vowel, and forms a kind of diphthong with the preceding consonant, modifying the regular short sound of that vowel by throwing it back into the open throat: a, ar; e, ei; i, ir; o, or; u, ur. But, if the *r* is followed by *e*, the preceding vowel has its regular long sound (sometimes modified into a sound approaching its short sound, as many people pronounce *càre*, *here*. The same is true of *ai*, *ea* and *ee*, as in *chair*, *fair*, *dear*, *cheer*, etc. The long sound is probably more correct in all cases). If followed by another *r*, the preceding vowel has its regular short sound, *merry*, *marry*, *mirror*, *sorrow*.

Pronounce *hang*. Spell (by sound). Note that it is not h a n g, each letter having its proper sound, but h ang, heard by the child more easily as two sounds. (The *ng* runs together in a nasal sound and, together, they modify the sound of the *a*). Spell (by sound) *sang* (s ang). Spell (by sound) *hank* (h ank), *sank* (s ank). In the same way find the sound values of ing, ink; ong; ung, unk.

Spell (by sound) *quit* (qu i t). How many sounds? What is the first? *queen* (qu ee n). What is the first sound? What does *qu* say? Spell (by sound) *write*, *wren* (wr i t *e*, wr e n). What does *wr* say? Spell *knee*, *knot* (kn ee, kn o t). What does *kn* say?

In the same way let children discover the value of each combination shown in the following lists.

f ar m	h er	s ir	n or th	f ur
ch ar m	f er n	th ir d	s or t	c ur l
m ar ch	p er ch	m ir th	th or n	ch ur ch
sh ar k	j er k	ch ir p	sh or t	ch ur n
ch ar ge	m er ge	sh ir t	h or s e	b ur n

h ang	h ank	s ing	p ink	s ong
s ang	s ank	k ing	s ink	l ong
g ang	b ank	r ing	ink	g ong
f ang	r ank	w ing	b l ink	t ong s
r ang	d r ank	th ing	sh r ink	th r ong

s ung	s unk	qu ee n	wr i t e	kn ee
h ung	j unk	qu i t	wr e n	kn i f e
l ung s	ch unk	qu ee r	wr ea th	kn a ck
s t ung	t r unk	qu i ck	wr e ck	kn ow
s w ung	d r unk	qu ai l	wr e tch	kn ea d

h igh	eigh t	b ought	c aught	b a dge
s igh	w eigh t	f ought	t aught	e dge
s igh t	f r eigh t	th ought	aught	l o dge
kn igh t	n eigh	wr ought	fr aught	b r i dge
wr igh t	n eigh bor	s ought	n aught	j u dge

b all	ch alk	h alt	c alm	ask
c all	s t alk	m alt	b alm	c ask
w all	b alk	s alt	p alm	t ask
t all	t alk	b ald	alm s	v ast
s qu all	c alk	s c ald	qu alm	m ass*

r oll	m old	c olt	w as†	w an
t oll	old	b olt	w asp	w ant
b oll	s old		w atch	w art
dr oll	c old		w ash	qu art
s c r oll	t old		w ar	w asp

The children will easily make the blends. Indeed, they will have learned them long before they have gone thus far. The most common are: bl, cl, fl, gl, pl, sl; br, cr, dr, fr, gr, pr, tr; sk, sc, sp, st, sw; spl, spr, str, scr, shr. These should be sounded together in sounding words, bl ack, cl ea n, fl a g, gl ow, fl ay, sl ee p, br ing, cr ea k, dr ay, fr o m, gr o un d, pr ea ch, tr i ck, sk a t e, sc old, sp oi l, st oo d, sw ing, spl ash, spr ung, str ong, scr a tch, shr ie k (not sriek).

The child who has carefully gone over what has been presented in these three lessons will be able to read (translate print into sound) without assistance seventy-five per cent. of the words in any First, Second or Third Reader; and a few minutes drill each day for two months will easily accomplish it.

* It seems to be a rule that *as* followed by *s, t, m, p, k* has the sound sometimes called *short Ita ian a*. The same is true of *an* followed by *c* sound, *dance, prance*, etc. There are certain other combinations which regularly modify the sound of *a*, but the child should not be confused by having its attention called to any of them. Its pronunciation of these words will depend on what it learns at school and at home.

† Note the effect that *w* has in deepening one degree the sound of a following *a* when it has any other than the *a e* (long) sound. This is because of the rounded lips and open throat used in sounding the *w*.

The Dull Boy.

W. T. WHITE, PRINCIPAL OF HIGH SCHOOL, KNOXVILLE, TENN.

The "Dull Boy!" Yea like the poor in the Scriptures, he is always with us. Where is the school-room that can boast his absence? "That being the case, why a discussion?" some one may say. Aye, he is not quiescent, this dull boy, and his presence in the school-room is more or less accentuated. The problem then concerning him is how best to interest him and have him do work. Age, disposition, home and other environments are factors that are more or less concerned in the solution.

And first, like a skillful physician, the teacher should make a diagnosis of the special case in hand. What has been his record since he entered school, in the primary grades? Has there been at any time a bright page in his school life? If so, how did the change come about? What are his likes and dislikes? These and similar questions are ones that will occur to the thinking teacher, and they must be made if any fair show of success with the dull boy is to be obtained. Then comes his home life and his associates. What a light these sometimes shed!

Without going into a discussion as to what is meant by the term dull, and taking for granted that it principally embraces an inaptitude for study, and a slowness in learning, the question will come up, how best to overcome these drawbacks.

A teacher at the beginning of the term is more or less ignorant of the capabilities of the majority of her pupils. A few weeks go by, and some fall behind and a portion of these cease to work at all, although their conduct may be satisfactory, and they may claim that they still study. Very easily upon these last become fixed the term "dull," and the teacher moves at once to have them put back into a lower grade, or practically gives them up as hopeless and ceases to make any special effort in their behalf.

Perhaps this is wise at times, but, after all, is it not better to try and keep the pupil going forward? Interest is the incentive that impels best, but a stern "Thou must" should every now and then be used. And how to interest,—this is where the teacher's greatest powers come into play. In every school there will always be a certain per cent. of pupils who need little or no attention from

the teacher. Another portion will call for the general management; and lastly, there is a quota that will absorb more than their share of attention. Idle, careless, lazy,—they seem to have lost snap, and are inclined to drift. The teacher can not and will not allow them to mar any more than possible the routine of a well ordered school. And so there is planning and planning, and too often there is but little sympathy therein. But few of these seemingly dull pupils are really dull, and the teacher who can get to the inner selves of these same will surely find some key to unlock the sources of effort.

And whether, furthermore, these do satisfactory work is, after all, not so much the question as is that of doing *something*. "He didn't do it very well, but he did it," is the inscription on a hero news-boy's tombstone in New York City, and it may well be the slogan for our dull boys.

The consecrated teacher will not let even the humblest, the meanest, the most unsatisfactory pupil go without making every effort for his salvation and well doing; and if but one of these is put on the right track, surely the reward will be great. And so with an honest effort for the good of the greatest number, and even if it should call for the greatest effort. Let us give more than his share to the honest, well-meaning, dull boy; aye, to the most unsatisfactory boy.

Ten Suggestions to Teachers Concerning Means and Methods in School Work.

WILLIAM A. MOWRY, HYDE PARK, MASS.

1. Demand clear enunciation and correct pronunciation both in reading and in all recitations.

2. Give attention to pen-holding and position in writing.

3. Require much practice in the fore-arm and full-arm movements in writing.

4. In the lower grades—say from the first to the fourth or fifth, inclusive—the pupils in oral spelling may pronounce the word and then spell and pronounce it by syllables. In the upper grades omit the pronunciation by syllables, but make a slight pause after the letters of each syllable.

5. Be careful about the length of the recesses. Let them be exactly on time and not exceed in length the time prescribed in the school regulations.

6. All teachers should in all cases be present in their respective school-rooms at least ten minutes before the time fixed for commencing the exercises.

7. Do not keep pupils too often, too long, or unnecessarily after school.

8. Practice in the phonetic sounds of the letters is particularly to be commended, first in the primary grades, and also in the several classes of the grammar schools.

9. The best school is that which is least governed, in which the pupils do the most work and the teacher apparently the least.

10. The best teacher is that one who is constantly striving for personal improvement and professional advancement. All teachers should improve in personal accomplishments and in scholarship, and advance in professional ability every year.

Teaching Kindness.

BY THE AUTHOR OF "PRESTON PAPERS," [IN NEW EDUCATION.]

It is not all that the mind be clear and the body sound; for if these are not supplemented by good qualities of the heart, much of what we have done is lost. Out from this citadel comes the issues of life; and they hold first importance in character, which is of first importance to all.

Kindness is one of the elemental qualities, and on it depend many others of importance. Teach kindness, and you have paved the way for respect; and this commands prompt obedience, which is the germinal seed of good government in school, at home, and in the state.

Kindness, too, begets courtesy, sympathy, forgiveness, tenderness, duty, and many other things that may not find a place in the written programme, but for the teaching of which we become responsible when we assume the place and call for the emoluments of teacher.

If we are kind, we can teach kindness—but if not we must cultivate it in ourselves first of all.

Kindness does not grow without care, and should not be allowed to develop into weakness. Strong, firm, just, are some of the attributes of the best grade of kindness. Pity, self-sacrifice, and altruism are scarcely separable from it.

Let kindness come in frequent lessons to the little ones, and not be omitted from the higher grades.

(*Continued from page* 1.)

of intelligence and of moral and mental power looms before us as never before, and demands the best thoughts of the legislator and the wisest plans of the publicist and statesman.

Not every one realizes the extent of the growth of edudation among us—the depths of its roots in our history, and, though late in coming to maturity, its inevitable and whitening harvest.

Provision for education at the public expense was imbedded in the first constitution of the state. Inquiry to extend that beyond the University and the academies in its practical operation began in 1810. By 1816 Murphy had visited the schools of the United States and Europe and returned to make the report that determined the policy of our forefathers for the education of the common people.

In 1825 our Assembly began the accumulation of the Literary Fund, and in 1838 the public schools started their mighty work. Note the simultaneous founding of Davidson and Wake Forest, and the erection in a few years, by a loan from this fund, of the first permanent edifice of Trinity College. The University put on new life, and, before long, the great female schools began.

There came another wave of influence when, by section 18 of the public school act of 1852, a superintendent was added to the state system, Calvin H. Wiley preached a veritable crusade against vice and ignorance. From the capital, he drove from county to county in his buggy, calling the people to their duty and providing for setting the common schools on foot, until he reached Currituck court house; and in the summer following he journeyed west, never halting until he carried inspiration to the people of Murphy, in far Cherokee.

What was the result? Rapid improvement—the very best common school system in the Southern states, many of which sent for copies of our laws,—and Georgia invited Mr. Wiley to visit and address her legislature. By 1859 the colleges had more students than ever before, following the advance in common scools, which itself had been 600 per cent. in thirteen years.

The war between the states, like some volcanic eruption, upheaved society and, for the time, checked all advancement.

But even in the dark hour of November, 1864, when the opposing armies were already in their last positions near Petersburg, our great War Governor, Zebulon Vance, said to the legislature: "The subject of our common schools is one which I beg you will not forget amid the great concerns of the war." Feeling so deeply the debt due the children and to future society, he asked that regular teachers, even in that period of terrible struggle, be exempt from conscription, to save the all important schools.

Slowly were they built up after the hurricane passed; for the school fund was lost, and even the taxes gathered were squandered by a corrupt, incompetent and venal administration in reconstruction hands. Gradually the paralysis was removed. One by one the puplic schools began their work again, the University opened its doors once more; the colleges began to flourish. By and by, through their co-operation, aided by the teachers of private schools and academies, who had always kept the fires alight in times of deepest gloom, the new era was fairly ushered in. In the work of this era, the Teachers Assembly, organized in 1884, has been a most important factor.

To-day we witness the greatest educational movement in our history. The colleges are more in number and fuller of students than ever before. The University catalogue of 1900 records more than 500 students, thus exceeding its palmiest days.

The splendid Normal and Industrial College for women has enrolled nearly 700 in one year, and in six years of its existence had 1354 matriculates from 94 counties. A single citizen of Durham gave to Trinity College a greater sum than had ever been bestowed in a single benefaction for education by any citizen in the state before.

The common schools received gradually more and more, until in 1898, according to the last published report, there were received from various sources $986,000, to which the legislature of 1899, which provided for the Amendment, added $100,000. This, too, is but the beginning of the noble war for intelligence, for virtue, for enlightened government, for, and by, and through the people.

Let one or two facts receive their due emphasis. When the common schools prosper, then all higher institutions prosper. And their reflex influence, one upon the other, is prompt and gratifying.

The era of this educational movement is shown by the fact that in in the fifteen years from 1884 to 1899 one-half of the graduates of the University entered public school work. This is the declaration of President Alderman. And this is just and right. The University is supported by the property of the state. The sons of poor men are in the majority there; and they go forth to impart to others.

Another point: Calvin Wiley declared when he began his wonderful canvass, "Every citizen of the state ought to be spoken to. I hope in due time to reach every man."

It has rejoiced my heart to see that, this day, a great feature of the political canvass is the burning eloquence of Chas. B. Aycock and the gentlemen associated with him, demanding that the boys of the state be released from the slavery of ignorance, and pledging every consideration of honor and good faith to the policy that will leave no child without the means of knowledge. The good people of this state will never permit one of its brave defenders, hoary with age, and bending with infirmity to see the child of his old age standing at the polls and denied a voice in the government of the land of his patriot father.

Let the state do her part by the willing consent of all parties, then let public opinion demand that every child receive the inheritance of knowledge.

With the trained teachers pouring forth, especially the noble women who make the great array of public school-teachers, and with the skill of technical schools, established and to be established in greater number, aided by the generous use of private wealth for the public good, we shall see North Carolina attain the proud position to which her natural resources, and proud Anglo-Saxon lineage—with less admixture than anywhere else in America—justly entitle her.

Henceforth, therefore, the watchword must be, in every home, in every public body, in the school, in the press and the pulpit: EDUCATE ALL THE PEOPLE.

The Importance of Discipline.

C. S. COLER, SUPERINTENDENT GRADED SCHOOLS, CONCORD, N. C.

Next in importance to habit is discipline. Good discipline is the greatest time-saver of the school. There must be obedience, promptly and willingly given, or the school will fail to attain its purpose. Here much depends upon the teacher. There are at least five factors that must not be wanting.

I. *Fullness.*—The teacher's heart must be full. He must love the work, the children, the school room, nature, study, humanity. His head must be full, also. He must know the subjects taught,—more than the subjects taught,—the child, the parents, his business. It is safe to say that 50 per cent. of the teachers who fail in the work do so because of poor scholarship. Their pupils lose confidence in them. The parents lose confidence in them. They lose confidence in themselves. The result is failure, and the children are the greatest losers.

II. *Firmness.*—The teacher must know the right, and then stand for it and work for it. He may emphasize Interest in the lower grades, but Duty must characterize the work of the higher grades of his school. As Smiles well says, "It is Interest that puts a man on his feet, but it is Duty that keeps him there."

The teacher must not allow patrons, pupils, nor other teachers to flatter him into laxity. He must remember the crow who lost the cheese. He may lose his place, but he must still firmly follow the line of duty. Other and better places will be his.

III. *Fairness.*—He must avoid pets and favorites as he would a disease. He must look out for fond parents, who are first to send invitations to dine, for in the end there is an axe to grind.

He must look out for church affiliations, for the web of society, for politics. He must be wise as the serpent and harmless as the dove, yet fair in it all.

IV. *Frankness.*—He must not pretend to know more than he does know. He must not pretend to know all of any subject. He must not pretend to know when he doesn't know. If he makes a mistake he must not try to conceal it, nor declare that a thing is so because he says it is so. If a pupil does good work he must praise him and show appreciation of that which is good. A word of praise will often do more than a word of censure.

V. *Far-sightedness.*—The teacher must look at least twenty years into the future.

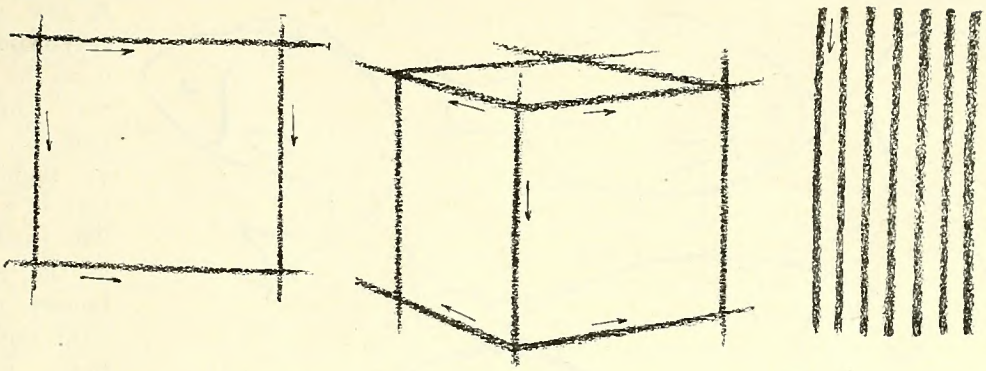
> The mole's-eye view is good, 'tis true,
> But the bird's-eye view is useful too.

He must not bank too much on the "smart" pupils.

The faithful plodder will beat the fitful enthusiast in the end. The teacher must look well to the future. He must realize that character is of slow growth, and he must exercise great charity, considering himself also, and the failings and shortcomings that he once possessed.

He must be full. He must be firm. He must be fair. He must be frank. He must be far-sighted.

A few words well chosen and well distinguished, will do work that a thousand cannot when every one is acting equivocally in the function of another. —*Ruskin.*

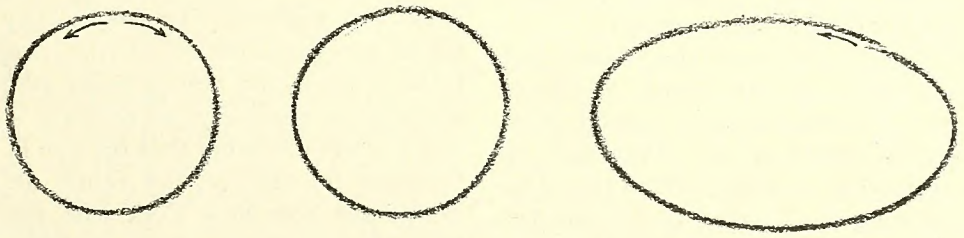


Lessons in Drawing. II.

A. C. WEBB, NASHVILLE, TENN., ASSOCIATE AUTHOR OF PRACTICAL DRAWING.

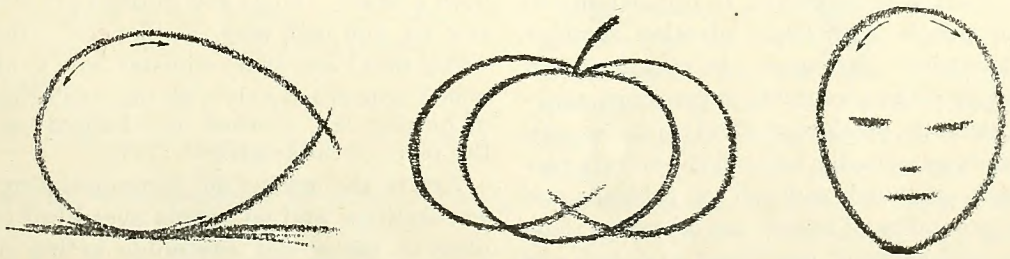
In the first lesson of this series we urged that to learn to draw requires practice. The so-called natural talent some people possess is nothing more than a love for a particular line of work which is so intense that they will spend all their spare time, and sometimes more, in practicing. It is not the love for the work which makes good drawing, but it is the love for the work which keeps up the fire that makes the steam that runs the wheels of practice.

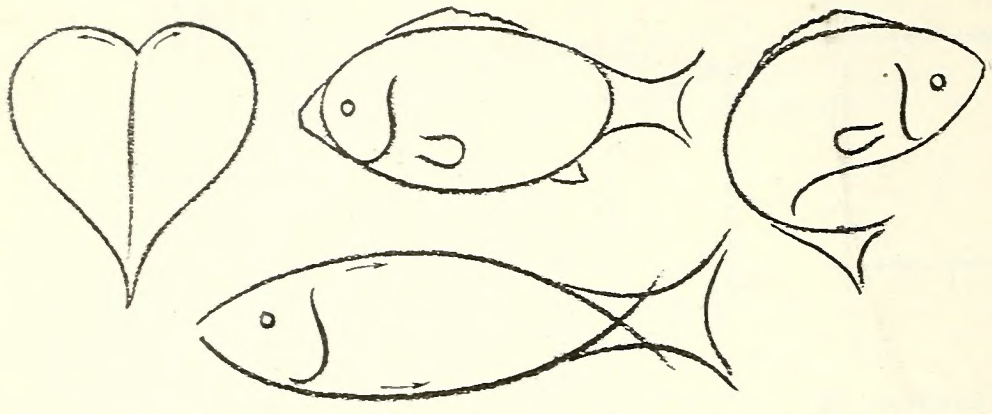
On this page are given some simple exercises intended to give practice in drawing lines of different kinds and in different directions. The first figure shows a good method of drawing a square.



The two horizontal lines should be drawn first an indefinate length in the direction indicated by the arrows. The left vertical line should next be drawn at right angles to the horizontals. The last line is the one that must be placed carefully, as upon its position depends the form of the enclosed space. To draw the cube in the position of the second figure, draw first the vertical edge nearest the observer, then the receding lines to the left and right in the direction indicated, cut off with other vertical lines the left and right faces of the cube, then draw the two receding lines enclosing the top face. The lines to the right are given as an exercise for practice in drawing parallel lines These should be practiced in vertical, horizontal and oblique positions, with a free, bold movement of the hand.

There is no *one* way of drawing a circle; but the method of beginning at the top and drawing the left side to the bottom and then returning to the top and drawing the right side downward has some advantages. It is also an excellent plan to drill on making circles at a single sweep of the hand as shown in the second figure above. The ellipse and oval may be drawn by either method. These and the following figures should be practiced on slates, on





paper and on the blackbord. No slow, cramped lines should be permitted. The ability to express a great deal with a few rapid strokes is most desirable, and this can only be secured by practice on bold, free exercises.

In drawing the tomato the inner circles should be drawn first, from the stem downward. When the outside lines are added, the ends which come inside the inner curves should be erased.

The midrib of the leaf should be drawn first. The first fish is based on the ellipse, while the lower is simply a combination of curved lines, which any one can easily make. Lean fish, fat fish, sun-fish or eels can be suggested in this manner, by simply giving the lines a greater or less degree of curvature. Teachers, practice these and other similar exercises and give them to your pupils. If you have never tried to draw, begin at once. It will repay you well for the effort.

Art Education.

PROF. JEROME DOWD, TRINITY COLLEGE.

Are the Southern people deficient in appreciation of art? That is a question that must arise in the minds of all who have had an opportunity to contrast our people with those of other sections and other countries. Strangers who visit the South usually go away with unfavorable impressions, especially if they visit the small towns and rural districts. They find the towns badly laid off, the streets narrow, crooked, unpaved and full of rubbish and filth. The generality of houses are observed to be inartistic in architecture, unpainted or faded, and having very dirty door and window panes. The interior of the houses show a marked absence of good taste. The carpets, furniture, table covers, curtains, walls and ceilings lack harmony of color. A few scare-crow crayon portraits hang upon the walls, several chromos and, perhaps, an original oil-painted caricature of a landscape. The yards especially in the rear of the houses, are overrun with unsightly hog pens, wood piles, chicken coops, slop barrels, pots and a general assortment of refuse, while the ground, instead of being green like a velvet carpet, is bare as a rock, except for the accumulation of decomposing vegetable and animal matter that has been thrown from the kitchen. Even some of our schools and colleges resemble horse stables in their wealth of cobwebs, dinginess of walls and ceilings and dirtiness of floors and windows. In our railway cars and in hotels we see the floors and corners splotched with tobacco juice, and among many white people and the negroes generally, we notice a slovenliness of dress,—all indicating that the eye is insensible to disorder and offense, and rebels at nothing. A gentleman from New York who recently made a tour of one of our cities exclaimed, "My, My! What have these people to live for?"

A large number of our people not only neglect art but despise it. It is not uncommon to find men occupying important positions in society who will admit with an air of pride that they know nothing of art and care nothing for it. "Let us give attention to the substantial things of life," they say. "Art and all that is unnecessary and superfluous."

Well, in fact, art is not so necessary as bread and meat, but it is a thing that differentiates a man from a beast. Hogs and gorillas get along without any art, and men may do likewise. But is a man whose mind and arms minister only to his stomach, who is concerned only with the "substantial" effort of getting fed, clothed and lodged—is he above the plain of the beast?

Art is the means of communicating emotions and feelings, and no people ever lived upon a high plain of life or did any noble acting or thinking without impressing that life upon others in great and endearing works of art. Good art is the ministrant of what is great in human life, and it does not become any people to dispise it or leave it out of their lives.

If we are ever to raise the level of our civilization it must be through the medium of art, and we must begin to develop a love of it and a knowledge of it among children.

Children are by nature adepts in all of the arts. They have vivid imaginations, acute perceptions and are capable of being impressed through the eye and the feelings to an extent that is impossible to adults. Their minds are picture galleries and their life is all drama from the doll-house period to the time when feelings and images begin to be repressed and obliterated by ideas. Educators should take advantage of this plastic and artistic period of life to acquaint children with all forms of good art. Familiarity with the best literature, sculpture, architecture, painting, music and the drama is the surest means of developing noble aspirations and grandeur of character, and the best safe-guard against the temptations, vices and vulgarities that beset their lives.

Whether education improves morals or diminishes brutality and crime is a question now debated by the best informed economists; and the reason education has not shown more decided results is that we cram the child's mind too early with facts and abstract truth, leaving to chance the development of the feelings and the imagination. The character of a child is often determined from impressions received through the eye long before it is able to read ten lines of literature.

All educators should know the difference between true and false and good and bad art, and they should make the knowledge and love of art one of the first essentials of education. Every scholar should learn to sing by note, and every school room should be as neat and clean as a parlor.

The eye should feast upon good works of art as well as the mind upon the abstraction of science and the intricacies of the Greek verbs. If more attention were given to art among school children, we should soon witness a happy transformation of our civilization.

Nature Study. II.

FRANK H. CURTIS, SUPERINTENDENT OF GRADED SCHOOLS, MT. AIRY, N. C.

John Burroughs says: "Contact with a great character, a great soul, through literature, adds something to the mind like leaf-mould to the soil, like the contribution from animal and vegetable life and from the rains and the dews. Until science is mixed with emotion, and appeals to the heart and imagination, it is like dead organic matter; and when it becomes so mixed and transformed, it is literature."

In an article on Nature Study which appeared in the March issue of the JOURNAL OF EDUCATION, I spoke of nature study in general and endeavored to show that this subject does not supplant the study of Geography, but is simply a forerunner of it and lays the foundation for a broader and more liberal knowledge of that subject.

It is difficult to determine where nature study shall end—if indeed it ever does end—and the study of geography proper shall begin. In the lower grades the primary object of nature study is to keep alive the interest which most children have in the great world of nature round about them, and to increase and deepen that interest until they become intelligent observers. Life is never more real than it is in childhood, and from the beginning the child must be kept in constant touch with those facts, phenomena and forces with which he must deal both as child and man.

In all nature study especial emphasis should be placed upon expression, comparison, and related literature. It is desirable in studying the phenomena of nature to follow an order corresponding with the various seasons of the year. This being a logical method to pursue, it is well to begin in autumn, at the opening of the school year, with the study of seed formation. Show how seeds are disseminated by winds, streams of water, birds and animals: how they are finally placed in some nook or crevice to remain dormant during the long, cold winter, and to burst into life and beauty at the approach of spring.

Teach the whole plant—its marvelous plan and purpose and its relation to sun, air, soil, and insect life.

The preparation of plants and trees for winter, as shown by leaves, sap and buds, will form many an interesting and profitable lesson and will have a tendency to make the children form a better and more intimate acquaintance with Mother Nature herself. In simple conversational lessons, bring out and develop information regarding the parts of plants as flower, leaf, stem, root, bud, fruit and seed, and show the important part each plays in the great economy of nature; show the uses of the whole plant, or of parts of it, to other plants, to the lower animals and to mankind.

To the active imagination of the wide-awake enthusiastic teacher who loves children and nature there is no limit to the lessons which may be given along this line.

Study with the children the home, life and habits of domestic animals, common birds, caterpillars, spiders, crickets and other insect life. Classifying by prominent, common characteristics. Select for methodical study and description a few typical animals: the cat, the horse, the hen, the robin, the frog, the turtle, the house-fly, the honey-bee, the ant and the butterfly.

Observations of nature may be made by familiar conversations in which the children are led to observe and talk about the formation of dew, fogs, clouds, rain, snow, ice, hail, soils, rocks, etc.; the sun—its time and place of rising and setting; the moon—its changes in appearance and position in the heavens.

Instructive conversational lessons may be given on the following articles of food and drink showing from what natural objects they are obtained: bread, beef, mutton, coffee, tea, butter, cheese, rice and fruits of different kinds. Many an instructive lesson may be given on the following materials used for clothing, showing from what natural objects they are obtained: cotton, linen, woolen, silk and leather. Much interest may be aroused by showing the many processes and changes necessary to change from the natural state to a condition suitable for man.

The above does not comprise all the subjects from which material may be drawn in presenting the subject of nature study. There is a world of material all about us; and, if we will only open our eyes, use our senses and observe, we never lack for an abundant supply.

All that has been suggested in this article, and much more besides, can be taught in the first two or three years of a child's school life, thus opening up a world of beauty and delight which he has never before realized, and preparing the way for an intellgent reception of the truths of Geography, when the proper time for the presentation of that subject has arrived.

Manual Training.

MISS EVALINE WALDO, NEW ORLEANS KINDERGARTENS.

There can be no question that the whole child is to be educated. Manual training has for its aim the full all-sided cultivation of the child. Manual training cultivates every muscle in a child's body and gives the element common to all trades. Therefore manual training becomes a need in all well-rounded, complete education, and, as such, is as much a necessity for the professional and literary man as for the artist or artisan. Its plea for consideration and a place in our curriculum rests on the all-sided nature of man and not on any industrial need. Those who have given the subject thought and study know that a large proportion of the crime, the pauperism, the repugnance to work, is due to the purely literary character of our school education, which neither meets, nor prepares our children to meet, the demands of the conditions of life of the present day. Owing to this purely literary character of the school education, there is a lack of manual skill, a lack of all-round capability, a lack of the appreciation of the dignity of work, and a consequent overcrowding of the purely literary professions and the commercial and clerical walks of life.

We are too prone to ask for a verbal description of things, and we neglect the plastic expression. Words will help the child to a fuller understanding of things—but plastic expression will clear his mind of all inaccuracies in regard to it, show him where his conception of it was faulty, and finally do away with all misconceptions in regard to shape, size, etc. Another advantage in manual expression is that the child has constantly a chance to compare the product of his hands with the original—to correct faults and supply omissions. In industrial training the box, or table, or chair is made in order to learn how to make the perfect article of its kind—in manual training the products are more symbolic than practical, the real product lies in the child, in the cultivation his powers receive in doing anything. Manual training secures for the child that quick sense of power and success, that knowledge of his capabilities, that feeling of mastership which is so needful for the struggle with the world, and which is decidedly necessary, if the child is to be successful and express his inner being in the school.

Too many parents regard education as bounded on the north by the spelling book, on the east by an arithmetic, on the south by a grammar, and on the west by a geography, with writing, history, reading and science set in the intermediate points so that the compass is boxed. They take no account of the outside influences that go to the forming of the mind.—*Memphis Commercial-Appeal.*

Suggestions for Teaching Composition.*

MARY B. MORROW.

"Reading maketh a full man; writing an exact man."

President Eliot, of Harvard, has said that only he that can speak and write his own language can be called an educated man.

Language and reading are as closely connected in the primary grades as are composition and literature in the higher grades, because reading and literature are the chief sources from which we take our subjects for language and composition work.

Language work must be oral as well as written, and every teacher should be conscientious in giving the same amount of time to the one as to the other. Our language work is sometimes "lop-sided." We develop one and neglect the other.

Every teacher is a teacher of language and this he should never lose sight of in either an oral or a written recitation. A child who uses incorrect English can be taught to speak correctly only by association with those who do, and by the teacher's patient and continual correction of mistakes, making the child repeat correctly what he has said incorrectly. Tell them, as Oliver Wendell Holmes told "The Boys":

"Speak clearly if you speak at all;
Carve every word before you let it fall.
Don't, like a lecturer or dramatic star,
Try overhard to roll the British R.
Do put your accents in the proper spot;
Don't—let me beg you—don't say 'How?' for 'What?'
And when you stick on conversation's burrs,
Don't strew your pathway with those dreadful ur's."

Correct spelling is one of the essentials of all written work, and the advantage of having a pupil taught to spell and pronounce by syllables is, that when he uses those words in written work, he knows just how a word should be divided in case he has not sufficient space to put the whole word upon a line.

As soon as possible in the school course the question and answer manner of hearing a recitation should be done away with and the method of hearing by topics, or headings, introduced instead. In this way the pupil is led to group his sentences around one subject. A set of topics may be so arranged upon any subject taught—nature, science, history, geography, literature—that when used as a written recitation the pupil will readily see that he may connect into one paragraph all the sentences telling of each topic treated. In this way he unconsciously learns to divide his written work into paragraphs. Have the child make a set of topics or headings for himself from any of his studies. Children should not be allowed to put their written work into the form of periodic sentences—each written on a separate line—after the third grade. We find pupils as high as the ninth grade who think it proper to begin every sentence on a new line. In every subject used for either language or composition work the pupils should formulate a definite plan, or outline, of the whole subject. Upon these he develops the matter in hand. Commenius tells us we learn to do by doing; therefore, we learn to speak by speaking, to write by writing; and we should exact from every pupil, some time during the day, thoughts expressed both orally and written upon subject-matter found either in the school work or in his daily life. By means of the daily reading, literature lesson and dictation exercises from the same, we can teach the child all the uses of capitals, the ordinary rules for punctuation, something of the meaning, derivation and history of words and a few figures of speech, such as personification, metaphor, simile and alliteration. He sees the need for and use of these technicalities by having his attention drawn to them, and, when necessary, will unconsciously use them correctly in his written work. A pupil must be taught to punctuate as he writes, just as he dots an "i" or crosses a "t" the moment it is made. This can be taught by dictation exercises, correlated with written exercises on all studies. If a pupil is told that writing is only just talking on paper it takes away half of his dislike for attempting it.

Composition work proper may begin with the letter. In order to teach children why a letter of any description must be written in a courteous manner (for we find they are often inclined to be very brief, curt or abrupt in their letter writing) let one of the pupils describe to you the manner in which he would pay an afternoon call upon a friend. He goes to his friend's home and upon seeing him salutes him in some such way as "How do you do?" or "How are you?" Then they chat upon subjects interesting and pleasing to both, and when it is time to leave he brings the conversation gracefully to a close by some such words as "I must be going," or "I hope you will come and see me very soon," and departs.

* This paper was read by Miss Morrow at a meeting of the teachers of the Asheville city schools in the spring of 1899.

Now, we tell the pupils, it is just so with a letter. We cannot pay a call in person on our friend, but we may have a one-sided conversation with him on paper. We begin by placing at the top of our page where we live and the day of the month upon which we are writing (place on blackboard). These are called the heading. Next we salute him; but, instead of "How do you do?", we use some such words as "My dear" (putting upon board). These are called the salutation.

Now we are ready to talk, and we tell the friend what we wish to tell him, just as if we were having a pleasant conversation with him. We end our letter by some such complimentary close as "Hoping to hear from you etc.," and put our signature (show on board).

Letters can be written in geogrophy work by having the pupils write as if going on a journey, or from some European city, describing the beauties and points of interest. Insist upon their using their own every-day words.

All written work handed to the teacher by a pupil should either be put on file and preserved till the close of the year, or it should be marked with red ink and returned to the pupil. An instant at each desk to point out the principal faults will be well repaid by the neatly copied results. For improvement in expression of the thought pupils may be required occasionally to read aloud their productions. It is never satisfactory for pupils to correct one another's work, for it engenders a spirit of rivalry and criticism.

Professor Shaw, of the New York University, tells us that one of the essentials of English Composition is "feeling English", that is, to use English with an appreciation of its genius. He further tells us how to develop this—by teaching children to memorize selections from the masters of English literature—one-half dozen poems a year—and have them memorize prose selections as well as poetry. This gives them a vocabulary and choice of words. It is the teacher's work to see that the pupils have something to say before he asks them to say it. They must not be told, like the Israelites of old, to make bricks without straw.

An authority on composition says, "It is a notorious fact that the dullest and stupidest and most muddle-headed girls and young men who are apparently incapable of expression will, once in their lives, write well. They can each and all write a good love letter. If a man or maid is really in love and not shamming, he or she will be sure to write well. The reason is plain—for once in their lives they have something to say."

Upon the subject depends the success in language and composion work. We take our subjects from the pupil's daily life or from his studies. Pupils must be allowed occasionally to choose their own subjects, to give play for originality; but we must not eqpect much originality until the last years of school. In the first years we rely almost entirely upon reproduction to teach thought and expression. Then, too, we must have patience and not expect too much. "Rome was not built in a day," and there are a great many grown people who cannot write well.

Both language and composition are very indefinite branches of study, having no limited boundaries. Yet in no department is so much in little expected of the teacher. No development of style should be attempted except clearness. Miss Lockwood's method of teaching English and composition will be a great help to every teacher, and may be adapted to intermediate as well as higher grades. She begins her work with a history of the English language. (With this part Scott's Ivanhoe correlates, as being a comparison of the Normans and Saxons.) Next she takes up the study of the Anglo Saxon and classical elements of our language, teaching the meaning and use of suffixes, prefixes, derivation of words, and how to study the history of a word. Now comes the study of the figures of speech, common errors in the use of English, punctuation and capitals, letter writing, composition.

Her composition subjects are divided into the general ones of (1) Reproduction, for teaching expression. Poems or prose read to the children, or those that they read in their readers, are reproduced in their own language. Our American poets are the best for this; for example, "The Village Blacksmith," "Snowbound," "The Wreck of the Hesperus." In prose the Greek myths are good. (2) Narration, to secure enthusiasm and spontaneity. This covers (a) Personal Narrative—incidents in the pupil's own life; (b) Historical Narrative—events in history; (c) Fiction or Romance—imaginary events. (3) Description, to secure accuracy of statement. We have (a) descriptions of objects, of scenery, a view from your window, a storm, a farmyard, a sunset, some place visited; (b) descriptions of persons—Your First School Teacher.

Edwin D. Miller says: "Read to the pupil the

description of the village of Raveloe in Silas Marner, as a basis for a description of his own town. For character studies read Goldsmith's Deserted Village. The Prologue to Canterbury Tales will inspire him to draw pictures of his parents, companions, strangers, teachers. Tom Brown's School Days will enable him to describe his own. For original work, stories may be written from pictures. Pupils reading Shakespeare are allowed to offer their own criticisms before reading works of criticism. Afterwards they are required to write character studies and essays upon the subjects suggested by the play.

Concentrating Rural Schools.

S. F. VENABLE, SUPERINTENDENT OF PUBLIC SCHOOLS OF BUNCOMBE COUNTY, N C.

The public schools of North Carolina, with their present limited resources, will derive little benefit from the money expended unless there is a radical change in conducting the system. And no change need be expected unless there is more discussion of the unsatisfactory conditions now prevailing. The subject deserves the best thought and most careful study of every citizen of the state.

North Carolina has a peculiar geographical formation. With its 150 miles of width, it reaches from Virginia on the north to South Carolina and Georgia on the south; in its 500 miles of length it stretches from the Atlantic ocean on the east to the summit of the Great Smokies on the west; and thus presents a variety of climate and surface hardly surpassed on this continent. These physical features must be kept in view constantly in any profitable discussion of a reform of our public school system.

Taking a bird's-eye view of the state, a very disheartening and apparently insurmountable obstruction is presented by the three distinct geographical sections. What may be fitted to the physical conditions of one section may seem impossible of application in another; and, on the other hand, the climatic condition of any one section may be suited to a system that the laws of health would oppose in the other sections.

If real improvement is to be made in our county schools, a system must be devised by which they can be graded, to some extent at least. Is this possible for the entire state? If not, can it be applied to separate sections, as defined by climatic influences and geographical formations? For example, is it possible in our mountain section, which, from its peculiar conformation, appears to present greater barriers against a graded system than any other section of the state? The plateau of Western North Carolina, varying from forty to sixty miles in width, consists of independent short ranges running in various directions, and, in many instances, forming by their ridges lines of separation between communities that would otherwise be united. Between these ranges are coves, or mountain recesses, in which the drainage forms little valleys. The little streams from these valleys unite and form larger valleys, finally uniting into the chief drainage system of the plateau. These localities are the seats of population outside of the towns and villages, and, although the ridges are low when compared with the surrounding ranges, yet, from the school standpoint, they present barriers to intercourse between valleys. In a majority of cases the mountain sides, coves and valleys contain a population sufficient to furnish children for four or five schools under the present system. In a few instances curving ranges make an arc with another shorter range acting as a chord, thus causing a valley and mountain-side settlement to be almost isolated. Notwithstanding this peculiar conformation and the seeming impossibility of establishing a graded system, there is one feature of the school system, as it now stands, which is a much greater obstacle, and one that must be removed if the schools of this mountain section are to be a real benefit to the children. This feature is the excess of school districts and school houses; and, if removed, the obstacles of winter climate and local conformation can be overcome without serious trouble. In the very isolated localities to which reference has been made the school districts cannot be changed without doing a serious injury to the children living in them. But these cases are exceptional even in the mountain section, and in other sections of the state are almost wholly wanting. The system of valleys and coves offers great advantages for reducing the number of schools; and, if this is done, the most serious obstacle in the way of advancement will have been removed.

Under the existing law the township lines must be observed. These township lines should be abolished by law, in order that the grouping may be made to suit the people, rather than that the people should be forced, as now, to suit the township lines. This mountain section is suited to this reduction of

school districts and school houses; and the sections of the state east of the mountains should, from their more uniform contour, be even better suited. There may be objections raised along the larger water-courses and in the swamp area of the east, but the abandonment of township lines will obviate the difficulties there also. Why should the school system of the state be uniform when the conditions are anything but uniform? If the system be made to fit the conditions existing in the east, will it fit the needs of the west? If it is made to suit the peculiar conformation of the west, must the east attempt the impossibility of adapting itself to these peculiarities? It is time that the public school system of North Carolina should be adapted to the needs of each section. The same hat will not fit each head, even in the same family.

The writer is, of course, more interested in his own county of Buncombe than elsewhere. How would this reduction of districts and school houses work in the county of Buncombe? The small farmers of this county are, in the main, men of limited means. Many of them have large families and find much difficulty in providing warm clothing for them in the winter months. Necessarily, they clothe best those who have to do outdoor work—the larger children who are exposed to the weather. In a number of instances, therefore, the children from six to ten years old are not provided with shoes or clothing sufficient to permit them to attend school after the beginning of the cold mornings of the fall. If they attend school at all, it is only in August and a part of September. This is one of the chief reasons why so many of the children that attend school at the ages of ten, eleven and twelve years do not know their letters. And, after attending a few months, they are taken out of school, either to work, or because, disheartened and indifferent, they have no habit of study and no desire for it. In fact, if the child is well grown at these ages, he is almost certain to be taken out after a few months schooling, and he rarely returns to school after this. These statements are literally true. The grave problem confronting this county is, how can these children from six to ten be brought into school and kept there for four years? If this can be accomplished they will have received the foundation of an education. They will be in a position to desire further advancement and not look on the matter with an indifference born of ignorance. Even if they are then taken out of school permanently, they will have received a schooling four times longer in point of time and ten times more efficient in point of advancement than now.

My plan for the children of the mountain section is to have a duplicate system of schools:

I. A summer school for all children from six to ten years, or rather for all who are not more advanced than a child at these ages should be. These schools should commence in May and, for the present, continue four months. It should be borne in mind that all of this western section has a magnificent summer climate, cool, crisp and delightful. With half the number of grades to teach, the teacher can give double as much time to each pupil as under the present arrangement, and the children will attend with much greater regularity, as the weather in summer is perfect. It is not an exaggeration to say that the pupils will make at least twice the advancement they now make, with half attention and very irregular attendance. As many of the children are too small to go a great distance to school, the school houses, when reduced in number, should be so grouped as to suit the largest number of small children. It will also be less expensive to run the school in summer than in winter.

II. A fall and winter school of five months, to run, for the present, through six years. There are now 103 schools for the white children of this county. A close study of the topography of the county, and a thorough investigation of the matter and inquiry from well-informed and reliable sources satisfy me that the schools for these six grades can be reduced to 45, without bringing any inconvenience on the attending pupils. Buildings now standing can be used for these grades. Each school will require at least two teachers, each teacher will have two or three grades. As the larger children are needed during the ingathering of the crops and the fall seeding, the middle of October should be selected as the time for opening the fall and winter schools, causing them to close the second week in March. Thus, the summer and winter schools will give nine months of systemmatized teaching in each district. A better class of teachers can be secured, as more work will be given them. The teaching will be much more efficient, as the teachers will be better qualified and each child can be given more individual attention,—something wofully lacking under present conditions. It should have been stated that the number of schools needed for the summer work will not be less than 70 and not more than 80, and many of these could be used both winter and summer. There will be, then, 80 summer and

45 winter schools. These will require 80 summer and 90 winter teachers. With an average salary of $25 for the summer schools and of $35 for the winter schools, the total expenditure will be:

80 teachers at $25 for four months..	$ 8,000
90 teachers at $35 for five months.....	15,000
Total cost for the entire nine months..	$23,750

Under the present system of a continuous term of seven months the cost is $24,218. Here is an apparent saving of $466 in money, if the new system is adopted. In reality there is a much greater saving, owing to the reduction of the expense of repairs and furnishings in the buildings, as so many of the buildings can be used both summer and winter.

Whether a similar plan would be advisable for the other sections of the state is worth discussion. That it is the only plan at present feasible for this mountain section, the writer firmly believes. Under the existing system the small children are getting almost no education, for the reasons already stated, and the larger children are very irregular in attendance, owing to the cold and bad weather and the interference of the crops during their school term. There is now no grading, the number of children in each school being too great and the different stages of advancement too variable. This prevents the teacher from doing anything like satisfactory work, and the lack of individual attention is appalling. The plan suggested would make the schools for the small children something more than the farce they now are. It would be no less beneficial to the larger children. This plan will be tried in Buncombe county this spring, and a thorough trial given it along the lines indicated.

Something must be done to improve the intolerable conditions now existing. Can anyone suggest a better plan that can be applied at once?

The Child's Imagination in Education.

J. M. M'CALLIE, SUPERINTENDENT OF PUBLIC SCHOOLS, HENDERSON, KY.

What business has a child with an imagination, any way, when he spends the half of his school life learning to place symbols to make words to put into sentences which have no earthly interest to him, and the other half is spent in the manipulation of figures to get answers? Surely the Designer of the mind could have saved himself the trouble of constructing this faculty, had he anticipated many of our public schools; and many a child would have been spared a thrashing, because he dared to draw a picture, or tell a story,—the promptings of his imprisoned imagination.

How cruel it would be to clip the wings of a little bird, and thus deprive it of the joys of its home in the trees. Yet, in the guise of education, we are no less cruel in clipping the wings of the child's imagination when he enters school, and thus compelling him to leave Nature, his old nurse, and to lay aside all the beautiful story-books she has written for him, and force him to learn to read by the sweat of his brow.

I would not have you believe that I think that the imagination is the only thing in the child worth looking after, but, I do think that if the imagination were reckoned with in all our teaching, the children would learn many more facts of value to them in less time and with thrice the pleasure they do when we try teach these facts by suppressing the imagination.

A child cannot read with proper expression without picturing vividly the scene described; he may juggle with figures, but he can know no mathematics without imagination; he may memorize questions in geography, but he can know geography only through the imagination; he may be able to repeat pages of history, but without an imagination it profiteth him nothing; he may be able to conjugate the verb in all its modes and tenses and parse *ad infinitum*, but if he have not withal an imagination, it is worse than tinkling cymbals or sounding brass.

Imagination enables the poet to people the world with characters more real than the real, and the artist to paint more than real these unreal things.

It was on the wings of the imagination that the astronomers were lifted from earth and carried through space to the most distant star and showed how these twinkling orbs might be weighed in her fairy balances. It was imagination that pointed Columbus the way to the New World, taught Fulton to invent the steamboat, and gave to the scientist the keys with which he has unlocked the store-houses of creation and compelled even proud electricity to come from her home in the skies, to do, like an obedient servant, the mental work of man. It matters not what their vocation, whether they be ditch-diggers in the ditch, farmers at the plow, cooks in the kitchen, merchants at the counter

lawyers at the bar, doctors at the sick-bed, preachers in the pulpit, or teachers in the school, people will be successful in proprotion to the strength of their respective imaginations.

Therefore, since the imagination is such an important factor in everything that is done on this earth, and even enables the lost sinner to see the way to the better world to come, you can well understand why I think that the imagination should not be overlooked in any system of education.

"Life is the great thing after all; the life of the child, at its time and in its measure, no less than the life of the adult. Strange would it be, indeed, if intelligence and serious attention to what the child now needs and is capable of in the way of a rich, valuable, and expanded life should somehow conflict with the needs and possibillies of later, adult life. Let us live with our children, certainly means, first of all, that our children shall live—not that they shall be hampered and stunted by being forced into all kinds of conditions, the most remote consideration of which is relevancy to the present life of the child. If we seek the kingdom, educationally, all other things shall be added unto us—which, being interpreted, is that if we identify ourselves with the real instincts and needs of childhood, and ask only after its fullest assertion and growth, the discipline and information and culture of adult life shall come in their due season."

The real child, it hardly need be said, lives in the world of values, of imagination and ideas which find only imperfect outward embodiment. We hear much nowadays about the cultivation of the child's "imagination." Then we undo much of our own talk and work, by a belief that the imagination is some special part of the child that finds its satisfaction in some one particular direction,—generally speaking, that of the unreal and make-believe, of the myth and made-up story. Why are we so hard of heart and so slow to believe? The imagination is the medium in which the child lives. To him there is, everywhere and in everything that occupies his mind and activity at all, a surplusage of value and significance. The question of the relation of the school to the child's life is at the bottom simply this: Shall we ignore this native setting and tendency, dealing not with the living child at all, but with the dead image we have erected, or shall we give it play and satisfaction? If we once believe in life and the life of the child, then will all the uses and occupations spoken of, then will all history and science, become instruments of appeal and materials of culture to his imagination, and through that, to the richness and orderliness of his life. Where we now see only the outward doing and the outward product, there, behind all visible results, is the readjustment of the mental attitude, the enlarged and sympathetic vision, the sense of growing power, and the willing ability, to identify both insight and capacity with the interests of the world and man. Unless culture be a superficial polish, a veneering of mahogany over common wood, it surely is this,—the growth of the imagination in flexibility, in scope, and in sympathy—till the life which the individual lives is formed with the life of nature and society. When nature and society can live in the school room, when the forms and tools of learning are subordinated to the substance of experience, then will there be an opportunity for this identification, and culture shall be the democratic password.

Pupil Government.

ROBERT E. COKER, PRINCIPAL GOLDSBORO GRADED SCHOOLS.

It will scarcely be denied that the school is not concerned simply with the intellect of the child but is responsible for the development of the whole child, physical, intellectual and moral. A child is not made up of three parts so that the school can deal with his intellectual aspect and not have its influence felt, for good or ill, upon his physical and moral aspects. And even if the school could give its attention solely to the development of the mind without positive injury to the child's moral self, it would be a question, whether the school was meeting even a small part of its responsibility. But teachers have neither the power nor the will to neglect entirely the cultivation of the ethical sense in their charges.

The question that we are concerned with in the present paper is this: Does the system of government in general use in our schools do the most possible to develop in the child the feeling of moral and social responsibility?

From the standpoint of the state, are we doing what we can to fit the pupil for citizenship? Do we teach them in an effective way that the laws are of the citizens, not only in that they are made by them, but also in that they are strong only in so far as they have the support of the citizens? Or do we allow him to believe that the laws are made by one, and that it is no concern of his whether or

not a law is obeyed by any other than himself? We lay great stress on the development of the individual, but give little attention to the social relations of the child. There is an extreme in each direction, but are we not at one extreme now? "Every man for himself" in recitation and deportment is hardly an adequate principle for school life.

The pupils of the ninth and tenth grades of our school readily saw that the maintenance of order in the school-room was for their own benefit, but when the question had been put, "Whose duty is it to see that proper order is maintained?" the answer came without hesitation from the majority in the room—the teacher's. There were only one or two who showed that they felt that, as members of the room, they were members of a community and were responsible for the influence they exerted over the other members. Although the reply of the majority was only half right, no better answer could have been expected. So pupils go out into life with the idea, rooted in eight or ten years of impressionable childhood, that it is the duty of some one else, not their own, to see that order is maintained. We expect them soon to become members of a self-governing community, to take part in the making, interpreting, and enforcing of laws, But the habit of mind formed in school is not easily, and, generally, never completely overcome. Else our national, state, and city laws would be more thoroughly supported and enforced.

Again, from the broader standpoint of humanity, are we doing the most that we can to develop that spirit and habit of mutual helpfulness which is the expression of the law of love? The question asked by Cain has for thousands of years been answered in the affirmative by prophet, preacher, and teacher, and unless that commandment which Christ said was the second and like unto the first and great commandment is wrong, it is some concern of John's whether James is growing up with this or that bad habit.

I believe that our system of government should be such as to teach John that James' conduct does concern him; because James' actions have an influence on his own conduct and welfare; because James' conduct has an influence on the conduct and welfare of the other members of his school community, in whom he should be interested; and finally, because he should be interested in James' personal character and welfare. The ideal may seem high. If so, it is only the more worthy to be aimed at.

We are brought, therefore to this problem—what can we do to give to each pupil a sense of personal responsibility, not only as to his own conduct, but also as to the conduct of his fellow-pupils, and to enable him to meet this resposibility? The system of pupil-government introduced in the eighth grade of the Goldsboro schools last October attempts an approximate solution of the problem. In entering upon the experiment, we felt assured that the principle was right, and we know that self-government had worked successfully in some schools. It has been more widely used than we then supposed; for, according to Mr. Shaw in the *Review of Reviews* for last December, there are at least fifty thousand pupils in the United States governed by some system of self-government. I will give a brief account of our plan.

At the beginning of the second school month of this session a constitution was adopted and officers elected, but during that month there was no code of laws. Good order was secured during study periods when the teacher was in the room, though the teacher did not interfere in the discipline while the officers were in charge, But if the teacher was out of the room, the officers seemed unable to enforce obedience. Although the first month could not be considered a success, some good results were seen, chiefly that there was a better understanding between pupils and teachers, and that the pupils showed a clearer conception of the object and right principle of punishment.

At the end of the month both pupils and teachers felt the need of a code of laws. Laws were, therefore, adopted relating to the more common offences. No attempt was made to specify "evident disorders," they being classed under the one inclusive head. Each law was adopted by the voluntary vote of a majority of the class. With one or two exceptions, every law and the penalty affixed to it were proposed by the pupils, and a good deal of discretion was shown in the affixing of penalties. "A pupil that leaves his seat without permission should be made to appreciate his seat," suggested one who proposed that the offender be made to stand by his seat for ten minutes, this period to be increased by five minutes for every time that he leaned on anything.

At the beginning of each school month an Officer of the Room and a Deputy Officer are elected. It is the duty of the officer in charge to execute the laws, and to see that every offence is recorded in the record-book by the offender. The

record-book enables the teacher to sum up with a fair degree of accuracy the pupil's deportment for the week or month, as well as to know when offences are mounting up against one child so as to demand notice from the teacher. At the end of the week those pupils who have no records against them have earned badges of citizenship, which they will wear until forfeited by an offense classed as a "greater disorder," or by as many as three "lesser disorders" in as many weeks. It seems proper that citizenship should be more easily kept than won.

After an experience of six months we can safely pronounce the system a success. The pupils are interested in the order of the room, and the order is better than it was under the former system.. A gratifying spirit is shown. It is not infrequent that a pupil reports himself or herself as having taken part in a disorder in which another has been caught.

The scheme of self-government in use on the yard is modelled somewhat on that of the town. Each room elects a member of the School Council. The Council elects a mayor, clerk, and one policeman from each room. Some discretion is left to the mayor in the imposition of punishment. The administration of the yard government has been, so far, with entire satisfaction to the school authorities and without complaint from the pupils; and there is evidence of the development of a healthy public sentiment.

The teacher who introduces pupil-government into his school or grade will find diffiulties to be overcome, but these difficulties are, I believe, all traceable to the fact that pupils and teachers are so accustomed to a very different mode of discipline that it is hard for the mind to form the new habits. We are so accustomed to exercising our wills directly and immediately on the conduct of the pupil that it is not always easy to refrain from interfering disastrously with the self-government plan. But the teacher will find that his personal influence over his scholars is increased, that they understand his aims better, and that he knows their personalities better. He becomes a teacher of practical civics and of practical ethics—individual and social.

Educate and inform the whole mass of the people. Enable them to see that it is to their own interest to preserve peace and order, and they will preserve them—*Jefferson.*

Hints for the Reading Lesson.

BETTIE BARBEE.

The prime object in teaching elementary reading is to enable the pupil readily to grasp the meaning of the printed page. If the sentences consist of three or four words and the meaning can be taken in at once, it would be advisable to drill in both articulation and enunciation. With pupils who are inclined to hesitate I have found this repetition of sentences an admirable plan for promoting fluency.

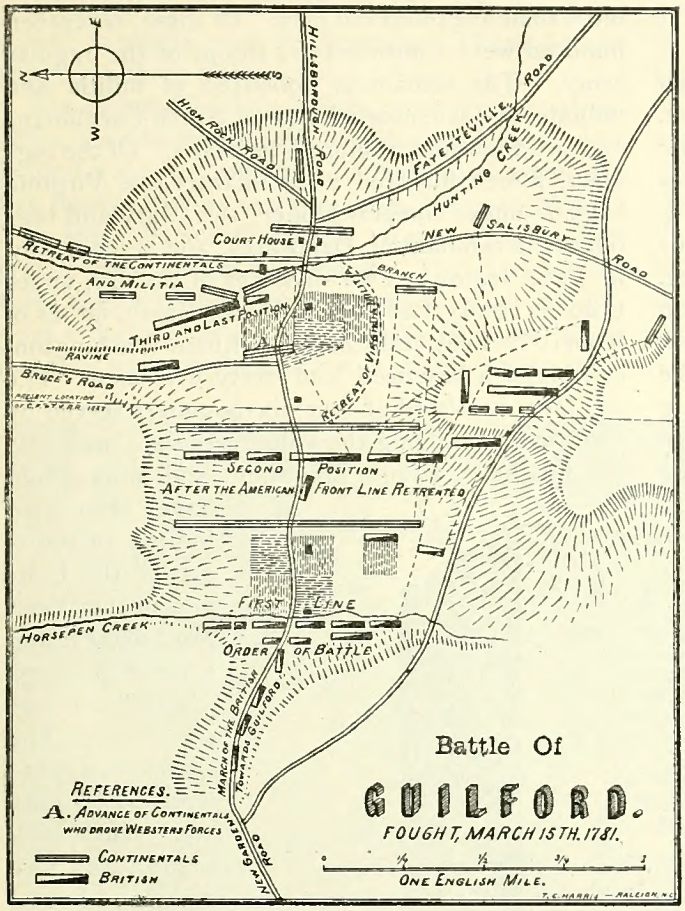
In more advanced reading, I have noticed that if the teacher explains the object of the story before the pupil reads it, the manner of reading seems more intellectual, particularly if an illustration by a chalk talk has also been given. This has a tendency to make careless and indifferent pupils more observing. Reversing this order has also been found advisable. Question the pupils as to the subject of the lesson and ascertain if he understands it thoroughly; then the reading will be done with a comprehensiveness that is absolutely essential to good reading.

Another successful idea easily carried out, and one that is usually neglected, is to allow each pupil to read a paragraph, and then, closing the book, question it regarding it. This not only aids in holding the pupil's attention, but does much towards securing accuracy of expression.

An incident in paragraph reading that was amusing occurred in one of my reading classes quite recently. Calling on a little girl who stood about third in her class to read, not the third, but the second paragraph, she calmly informed me that she couldn't—but could read the third. Proving that she had prepared only the one paragraph she expected to be called on to read. It is obvious therefore, that we should not call on pupils to recite by rotation.

Always picture the real meaning of the lesson in the minds of the pupils. The originality of the teacher will suggest many different ways, but in all cases the result will be the same. The pupil will unconsciously read the lesson correctly, because he has a knowledge, not only of the sounds of the words but of their actual meaning as well. When this is accomplished we have found, opinions to the contrary, a "Royal Road to Good Reading."

One pound of learning requires ten pounds of common sense to apply it.—*Persian Proverb.*



Guilford Court House.*

Thursday morning, March 15, 1781, was calm and cool, the deep blue sky without a cloud. The first tinge of green was just appearing by the roadside, and the first notes of mating birds were heard in the forests around the straggling hamlet of Guilford Court House. It was a typical March day in central North Carolina, when the force of winter is spent but his icy breath still lingers on the air, bracing the body and giving high tone to the mind.

Nature was quiet and smiling enough, but around this village of two or three hundred peace-loving North Carolinians, nestled in an almost unbroken forest on the ridge between the waters of the Deep and the Haw, was gathering the cloud of war, soon to break in thunder of battle, hail of lead and rain of blood. General Greene had taken his position here and was offering battle to Lord Cornwallis, who was rapidly approaching from the west along the New Garden road with 2,000 veterans, the flower of the British army and commanded by officers accustomed to victory.

*The facts in this account are taken from Schenck's "North Carolina, 1780-'81."

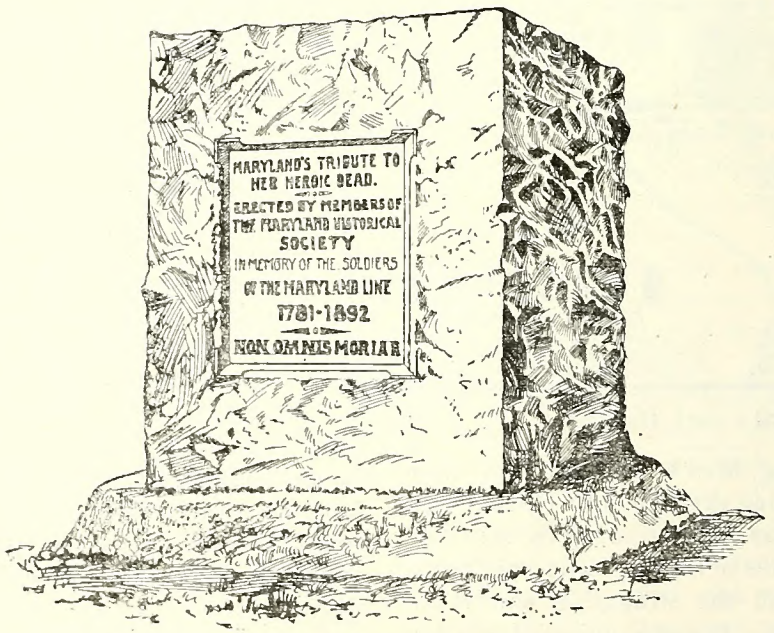
The summer of 1780 was the gloomiest period of the war. The British had transferred active hostilities to the South. Georgia had been conquered and the royal governor reinstated. Lincoln, aided by the French fleet, had ingloriously failed in an attempt to recapture Savannah, and, in turn, had himself been captured with all his army at Charleston. South Carolina was overcome and overrun. Gates had been defeated at Camden, and his army, collected with so much effort in North Carolina, destroyed. The Indians were restless on the frontier. The nation's credit was gone, and its notes were worthless. Organized resistance had ceased in the South; treason had appeared in the North. The victorious British army under Lord Cornwallis was ready to begin its march northward, conquering and subjugating as it went. Salvation depended on the spirit and courage of the common people of the Carolinas, Virginia and Maryland.

And right nobly did these common people do their part. The mountain men, led by Sevier, Shelby, Campbell, McDowell, Cleveland and Winston, won the battle of King's Mountain, killing or capturing Ferguson and his army of 1,100 British and tories. This was the first turn in the tide. A new army was now raised and put under the command of General Nathanael Greene, one of the very best officers in the American army. With the exception of a few men from Delaware, this new army contained only Southerners,—chiefly North Carolinians and Virginians.

On January 17, General Daniel Morgan, one of Greene's ablest commanders, with only 900 men, in a battle lasting only fifty minutes, defeated a detachment of the British army under Tarleton, killing and wounding about 250 men and taking 600 prisoners, the Americans having only twelve killed and sixty-one wounded. Then began Greene's masterly retreat across the Catawba, the Yadkin and the Dan, Cornwallis burning his heavy baggage and following him across North Carolina with his main army, full of the confidence of victory. Greene soon recrossed the Dan and, strengthened by the North Carolina and Virginia militia and volunteers, advanced to Guilford Court House, where we find him this bright March morning stationing his men and giving directions for the coming battle. He had previously inspected this field and noted the

advantages it offered to the army occupying it first.

The court house itself was situated on a cleared hill sloping down to Hunting Creek on the west. The opposite slope, across the creek, is sharper than that on the east and is divided by ravines from the southwest and the northwest, uniting where they cross the New Garden road and extending through a depression northward to the creek. They have been cut by small streams, rising on the hillside and making their way to the creek. There was a narrow strip of marsh along the margin of these streams. A mile west of Hunting Creek and almost parallel to it is Little Horsepen creek. Two small branches (not shown on the map) from the north and the southeast join this creek near the crossing of the New Garden road, one on either side of the road The ground rises for a little way on the east side of the creek and is then quite level for more than half a mile until it begins to descend to the ravines and branches of Hunting Creek. The sloping sides of the two creeks were cleared, the stretch between was covered with oak and hickory forest. The New Garden road, by which Cornwallis must approach, ran directly across this plateau, crossing the creeksatright angles. Other roads converging near the court house offered Greene in case of defeat a safe retreat to his supplies. There being few tories in this section of the state and Cornwallis having burned his heavy baggage and exhausted his supply of medicines, anything less than a decisive victory would mean defeat to him, while only partial success would mean victory for Greene. Both armies were eager for battle.



MARYLAND MONUMENT.

Now let us take a look at the forces so soon to be engaged in the fierce struggle on this field.

General Greene probably had here something more than five thousand men. Of these, seventeen hundred were Continentals, troops of the regular army. The remainder consisted of militia and volunteers—seventeen hundred North Carolinians and two thousand or more Virginians. Of the regulars, fifteen hundred were infantry,—a Virginia brigade under General Huger, two Maryland regiments, a remnant of Delawares, and a company in Lee's legion. Two divisions of cavalry, under Colonel Henry Lee (Light-Horse Harry, father of Robert E. Lee) and Colonel William Washington, contained a hundred and sixty-five men. The artillery consisted of four six-pounders served by sixty men. Among the volunteers were men who had fought at King's Mountain, and more would have been here but for an uprising of the Indians in the West. Most of these and some of the regulars had not seen battle. The Continentals wore uniforms and had such arms as the country could supply. The volunteers and militia were dressed in citizen's clothes — some wore buckskin breeches, others hunting-shirts — and were armed only with the hunting rifles they had brought from home.

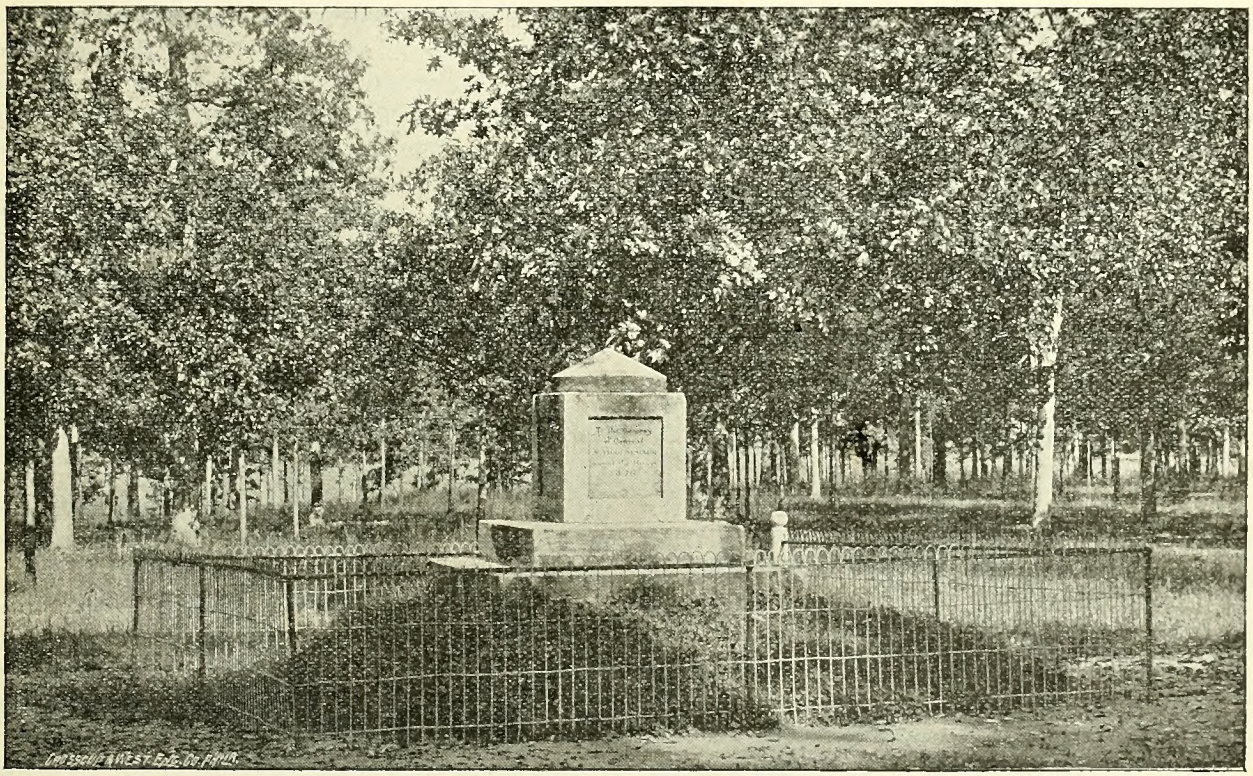
Cornwallis had not more than half as many men as Greene, but they were veterans, the choice troops of the British army, trained and hardened on the battle fields of America and Europe, and supplied with the best arms of the time. Among them was a regiment of mercenary Hessians, the Welsh Fusileers (the regiment of the Prince of Wales), and a regiment of Scotch Highlanders. The Highlanders wore green plaid pants, close fitting red vests and high fur caps. All were dressed in the bright uniform of the British army. The officers were skilled men and tried, and were "accustomed to succeed."

Green had reached the field on the day before,

and so had time to plan the battle and station his forces carefully and deliberately. These he arranged in three lines.

The North Carolina militia, with their hunting rifles, muzzle-loading flint-locks, were drawn up behind a zig-zag rail fence on the brow of the hill five hundred yards east of Little Horsepen Creek. The slope before them was cleared down to the creek; behind them was woods. Their line was at right angles to the New Garden road and on both sides of it. Eaton's brigade of Halifax and Warren men were on the north side of the road; Butler's brigade, from Orange, Guilford and Granville, were on the south side. In the left of Butler's line were Colonel Arthur Forbis' Guilford Scotch-Irish Presbyterians. In the road and a little in advance of the militia line were placed two six-pounders, under Captain Singleton of Virginia. On Eaton's right was Colonel Washington with Kirkwood's Delawares (about 80 men, the remnant from Camden), Lynch's riflemen (200), and his own cavalry. On Butler's left was Colonel William Campbell—who had fought at King's Mountain,—with five hundred men, North Carolina and Virginia volunteers. Among these were Armstrong's and Winston's riflemen from Surry and Stokes, many of them King's Mount men. In the rear of these was Lee's cavalry. The orders to the militia line were to fire twice with good aim and at killing distance and then retire.

Three hundred yards behind this first line, in the forest, under the gentle slope of the hill, was the Virginia militia under Stevens and Lawson. These were on both sides of the road like the first line. Behind Stevens's command were posted sentinels with orders to shoot down any man who broke from the ranks.



MONUMENT TO COLONEL JETHRO SUMNER.

Nearly a third of a mile farther east, on the north side of the road, on the brow of the hill sloping down into the ravine previously mentioned, was the line of Continentals,—the Virginians on the right, the Marylanders next to the road and facing it obliquely. The Virginia brigade consisted of two rigiments under Colonel Green and Lieutenant Colonel Hawes, the whole commanded by General Huger. The First Maryland regiment was commanded by Colonel Gunby, the Second by Colonel Ford, the whole by Colonel Otho Williams.

The First Maryland was a veteran regiment and one of the best in the American army. The Sec-

ond Maryland had not been in battle. They were nearest the road. Two pieces of artillery were placed between the two brigades on the slope of the hill.

Learning of Greene's movements, Cornwallis left his camp on Deep River, twelve miles to the west, early in the morning and marched directly toward Guilford Court House, Tarleton's cavalry in the advance.

Lee's Legion had been sent forward to meet the advancing army, and four or five miles from the camp there was a sharp brush quite early in the morning. Tarleton was driven back before Lee's spirited charge, but Lee was compelled to retreat before the quick fire of the infantry. The graves of about twenty soldiers may be seen near the Quaker Meeting-House to this day.

About noon the British reached the creek, in sight of the American line, and Singleton opened on them with his two six-pounders, the British responding with their three-pounders. To the music of this cannonade the British formed quickly in line at the foot of the hill along the creek. The Highlanders and the Hessians, commanded by Major-General Leslie, and supported by the first battallion of Guards under Norton, formed on the south of the road. The 23rd (the Welsh Fusileers) and 33rd (Cornwallis's old regiment, now "his pet and pride") formed under Colonel Webster on the north of the road. General O'Hara was directed to support Webster with the Second Guards and the Grenadiers, and later the Yägers and light infantry attached themselves to Webster's left. The artillery could move only along the road, and the cavalry was to be held in reserve until the open ground near the court house was reached.

The only organized army in the South and the British commander with his veteran troops are thus arrayed against each other for victory or defeat, and the fate of the Revolution probably depends on the next few hours of bloody fighting. Should Greene be beaten as was Gates at Camden, North Carolina will fall as has Georgia and South Carolina, and Cornwallis will march victoriously into Virginia. In these quiet Carolina woods the God of battles holds the balance and the voice of destiny is soon to be heard in the crack of the huntsman's rifle. It is a supreme moment, and one never to be forgotten when the story of our country is told.

With arms charged, the British advanced over the cleared ground along the north of the road to within 150 yards of the rail fence, where Eaton's men poured into them a deadly rifle fire which made them stagger and fall back, but Webster, riding rapidly to the front, hurried them forward, only to receive a more deadly fire from the militia at a distance of only thirty or forty yards. These having no arms to meet the British bayonet charge, retreated, as they had been ordered, their flight becoming a rout.

On the south of the road the work of the militia was more destructive still. At their first fire one-half the Highlanders "dropped on the spot." Further south, the left of Butler's brigade and the volunteers under Forbis continued to fire until the Hessians mounted the fence, then they clubbed their guns and stubbornly fell back before the British bayonets, fighting hand to hand and finally uniting themselves with Campbell's corps.

Nor was the fire from the front the only one the British had to meet. Washington on their left flank and Campbell on their right poured in a heavy fire. Webster wheeled the 23d and 33d regiments to the left so as to face Lynch and Kirkwood, and O'Hara's reserves formed on their extreme left. The Second Guards moved along the road to fill the space thus left vacant, and continued to move on toward the second line, Lawson's Virginia militia. Lynch and Kirkwood, hard pressed, retreated and formed on the right of the Virginians. Webster readjusted his line for the attack on the second line.

On the South of the road, the Hessians, reinforced by Norton's reserve of Guards, wheeled to the right to oppose Campbell's deadly fire, while the remainder of the Highlanders moved up the road to engage Stevens' Virginians.

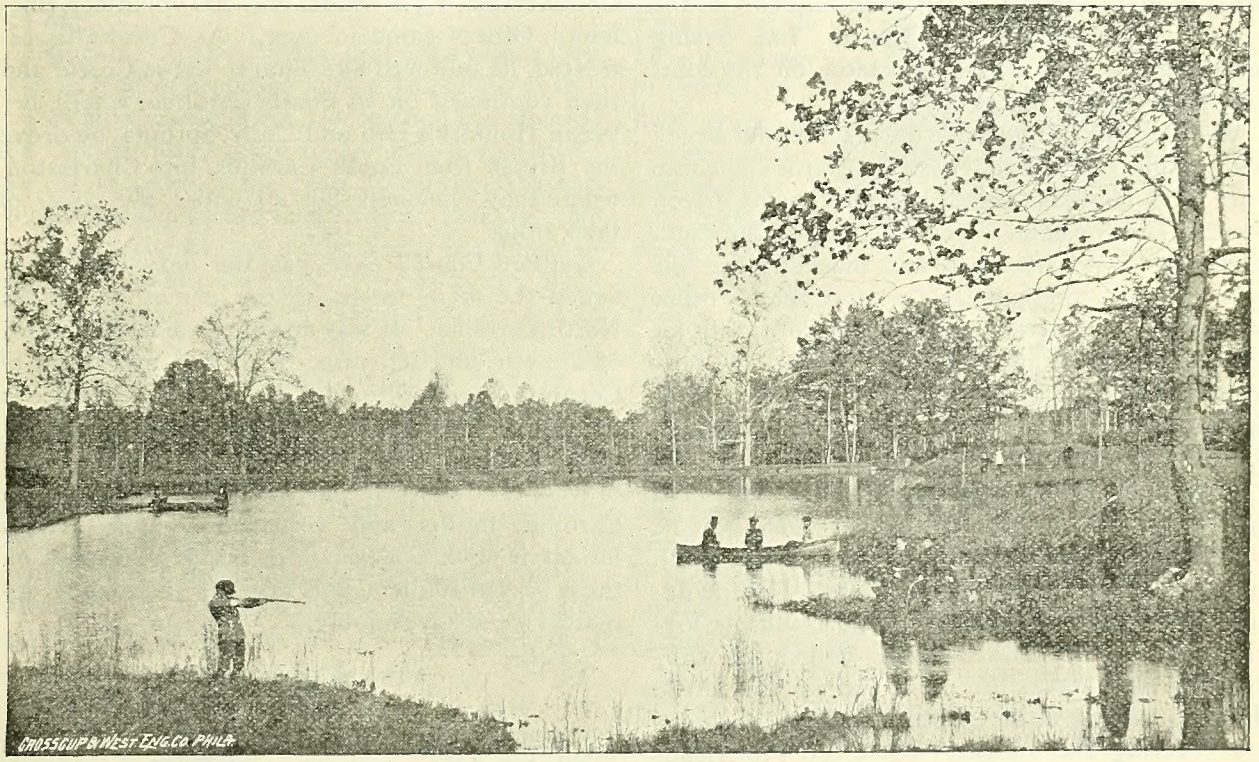
One of the most stubborn fights of the day was between the Hessians and the Guards on the one side and Campbell's Virginian and Carolina volunteers on the other. Campbell was soon cut off from his connection with the other American forces and was then gradually driven south. Campbell's men would retreat, load their rifles behind the trees and fire, the British falling back. Then the British would push Campbell's men back with the bayonet,—and so it continued for a mile across the woods to a high range of hills, where the rifflemen were beginning to gain the advantage, when Lee suddenly left Campbell's flank and Tarleton appeared. So stubborn had been this fight all along that Cornwallis soon left his position in another part of the field and came to give the help of his

presence to his soldiers here. A few minutes after his appearance his horse was shot under him.

In the center, all the British forces not drawn off after Campbell attacked the second line. Lawson's brigade, on the north of the road, gave way and wheeled to the south side in the rear of Stevens and retreated through the woods to avoid Tarleton's cavalry. Kirkwood and Lynch marched directly from their first position to the right of the Continentals in the third line. Webster, having driven Lawrence out of his path, marched directly through the forest to engage the Continentals. Stevens' Virginians did not yield so readily. Three times did they drive back the remnant of the Highlanders and the 23d regiment, which had been sent to their assistance, and as often were they compelled to retreat before the British bayonets. But they did not leave the field until driven off by a charge of Tarleton's cavalry.

But the crisis of the battle came when the Continentals in the third line were engaged. When Colonel Webster reached the Bruce road with the 33rd regiment and the Yägers, only two hundred yards of old field valley with scrubby pines and a shallow ravine separated him from the regulars. Without stopping to count the odds against him or waiting for reinforcements, he charged the First Maryland and Hawes' Virginians. When the British had reached the ravine and were within forty yards from the Americans these poured in a destructive fire on the British and charged them with fixed bayonets till they yielded, broke and fled in disorder and were routed and scattered in the woods. Webster was mortally wounded.

As the First Maryland fell back to its position on the hill the second Guards, now under Colonel Stuart, swept down the south fork of the ravine and struck the Second Maryland, which fled without resistance. Washington, now on the opposite side of this branch with his cavalry, saw Stuart's charge and the flight of the Marylanders. Sounding the charge, he rushed down the valley, across the branch and, at full gallop, charged the Guards in the rear and drove through them, slaying right and left. Peter Francisco, the Virginia giant, slew eleven men. Then the First Maryland men struck the Guards on the left flank and drove them to the south with great slaughter. But Stuart would not fly. Seeing the helpless condition of the men, now slowly yielding ground, Cornwallis ordered the



LAKE WILOENG.

artillery to open fire on the struggling mass of men, firing grape-shot on friend and foe alike—a terrible remedy but necessary. The struggling, confused mass separated, and Stuart's men were able to take shelter behind the guns. But Stuart himself was slain by the saber of Captain John Smith of the Marylanders, who was slain in turn by a British soldier.

Greene at once reformed his line for another attack—the First Maryland next to the road, Lynch and Kirkwood in the center, Hawes and Greene with their Viginians on the right, Washington with his cavalry in the rear of the center, two pieces of artillery in the New Garden road and two at the center with Kirkwood and Lynch. Lee, having left Campbell, was an idle spectator on the court house hill across the creek.

Webster rallied and made an unsuccessful attack on the right. The remnant of the Gurds came into line. The Highlanders and the 23rd,having driven Stephens off the field, were coming up on the south of the road. A cannonade and musketry fire was kept up across the ravine. Tarleton, sent to order Norton with the First Guards to join Cornwallis for a final charge, finding Campbell without the protection of Lee's cavalry, ordered the Hessians to fire, and, under the cover of the smoke, rushed on the riflemen and cut them to pieces.

Finding his militia were all driven from the field and that the full force of the enemy could now be concentrated against his regulars—reduced by death and the flight of the Second Maryland—Greene decided to retreat. Leaving Col. Green and his Virginians in front to hold back the British, he withdrew his men across the creek and up the hill to the road leading to McQuistan's bridge, Washington covering the retreat. Soon the Americans were in their old camp at Reedy Fork. Lee, retreating by another road, came into camp a day later.

Cornwallis made little attempt to follow the retreating Americans. His amunition was exhausted, he had only a scant supply of food and medicine, more than one-third of his men lay on the field, dead or wounded,—among them many of his best officers.

In the evening it turned cold and at night a heavy rain fell, drenching and hastening the death of many of the wounded. A few American prisoners were huddled in a rail pen during the night, but refused the next morning to accept Cornwallis' offer of money to take service in the British army.

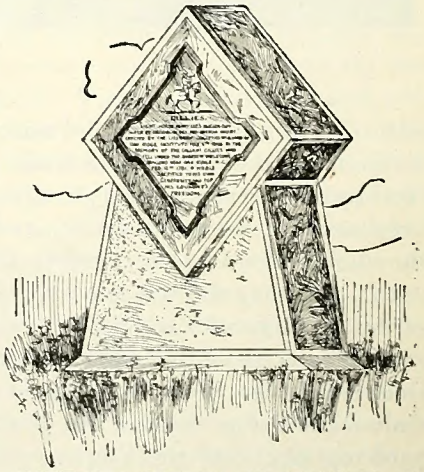
Burying his dead and leaving his wounded to the care of the good Quakers in the neighborhood, on the 17th Cornwallis withdrew his diminished and shattered army to his old camp on Deep River, and sadly took up his march to Cross Creek (Fayetteville) and Wilmington. He had fought hard and boldly, shunning no personal danger (Three horses were shot under him.) But his visions of triumph and victory were gone. Later in the summer he marched into Virginia and surrendered to Washington ot Yorktown in October.

Greene, who had lost but 320 men (not counting the militia who went home), still had 1,350 Continentals, 1,500 militia and 600 volunteer riflemen. Others came in later. As Cornwallis retreated, he followed after him to Cross Creek, and then continued on to South Carolina, where, between Hobkirk's Hill and Utah Springs, he drove the British from South Carolina into Charleston, where they remained shut up under the cover of their ships.

Guilford Court House was the only battle between the main forces of the enemy fought in North Carolina. It was one of the most important of the war, and led directly to the surrender of Cornwallis at Yorktown. There were many deeds of daring, much brave fighting and many narrow escapes during the day; but none fought more bravely or did their part better than the North Carolina militia and volunteers. Like King's Mountain and Cowpens, the battle depended on these citizen soldiers, and here, as there, they acquitted themselves nobly.

The Bugler Boy.

On the 11th of Feb., 1781, (some say the 10th)Cornwallis was encamped at Saunders' mill, near Oak Ridge. "Light-Horse Harry" Lee was reconoitering near Bruce's Cross Roads, now Summerfield. This was during Gen. Greene's



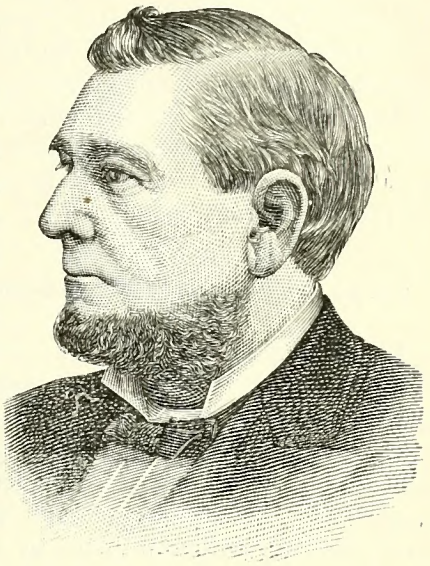
MONUMENT ERECTED BY STUDENTS OF OAK RIDGE INSTITUTE TO GILLIS THE BUGLER BOY.

famous retreat to Virginia, about one month before the battle of Guilford Court House. Greene had taken the southern road by Guilford Court House, and Cornwallis the more northern, with a view to intercepting him before he reached the Dan. Lee's troops were just preparing a late breakfast when informed by a countryman that Tarleton's men were approaching. Lee at once dispatched Captain Armstrong with the countryman to ascertain their whereabouts. The countryman objected because his horse was slow and the bugler boy, Gillies, a lad some sixteen years of age, was induced (or ordered) to exchange his spirited horse with him.

They came on the British dragoons about two and a half miles from Oak Ridge, and being unable to meet so overwhelming a force, they put spurs to their horses, leaving the bugler, with the countryman's slow horse, in the rear, where the dragoons soon overtook him and hacked him to pieces. No one knows whether he was a North Carolinian or not. He probably was not. No one knows much more about him. We only know that he fell in the discharge of his duty to his country. His comrades must have thought much of him; for a few minutes later they fell upon the British dragoons and killed eighteen of them.

All we know of the young bugler is his name. In 1897 the students of Oak Ridge Institute resolved to perpetuate that, and judged it fit that the boys should erect a suitable monument for that purpose. The Athenian and Philomathean societies took the matter up, and the result is one of the prettiest monuments to be found on the Guilford battle ground. It was unveiled May 6th, 1897, in the presence of a very large audience, a good part of which was made up of students from the schools and colleges of Greensboro and Guilford county.

Guilford Court House was situated six miles north of the present site of Greensboro. At the time of the battle it was a straggling hamlet of only two or three hundred people, with a court-house and a jail near the center. Later, its name was changed to Martinsville in honor of Governor Alexander Martin. When Rockingham was cut off from Guilford in 1785, Martinsville was no longer near the center of the county, and in 1809 the court-house was moved to Greensboro. Martinsville was soon deserted and its houses fell into decay. Few vestiges of the village were left. The site became a part of an old field, and no one seemed to remember the exact location of the battle field or to care about it.



JUDGE DAVID SCHENCK.

When Judge David Schenck moved to Greensboro in 1882, he became interested in the battle field, and in the location of the lines of battle. Four years later he purchased fifty acres of the field from its owners and began to clear it and put it in shape. In 1887 "The Guilford Battle Ground Company" was formed and chartered by the Legislature of the state. Then began the work of restoring the field to its condition in 1781 and marking it. On May 5th, 1888, a series of celebrations was held on the grounds, and the attendance was very large. Just before the celebration Governor A. M. Scales had a granite pyramid erected in the center of the field near the railroad which now runs through the field near the position of the second line of battle.

Since this first celebration few years have passed without a celebration in May or on July 4th, and no year has passed without some permanent addition to the beauty and interest of the field. The grounds have been cleared and fully and carefully marked, springs have been walled and covered, a lake has been formed and ornamented, a valuable collection of relics has been made and housed in a neat and substantial building, the remains of prominent revolutionary heroes have been brought here and re-interred, and several monuments have been erected, prominent among them monuments to William Hooper, Major Joseph Winston, and the Marylanders who fell here. But the most valuable result is the large amount of literature which is accumulating through these celebrations and because of the increasing interest in the battle. The most valuable contribution yet is Judge Schenck's "North Carolina; 1780-'81," written to vindicate

the North Carolina militia engaged in this battle and to make plain North Carolina's part in this critical period of the war.

The expenses of reclaiming and beautifying the field have been borne by the company aided by voluntary gifts. The State of North Carolina makes an annual appropriation of $200 and the Congress of the United State has made one appropriation of $1,000. But Judge Schenck has been the life and soul of the work, and the reclaimed battle ground will be his monument.

The Cause and Cure of Expressionless Reading.

In reading aloud, the child should be taught from the beginning to read sentences or shorter groups of related words, *not* single words. The eyes should travel ahead of the lips and get the idea; then, and not before, the voice should give it expression. The most accomplished elocutionist could not read with expression by looking at one word at a time as primary children are allowed and encouraged to do. No expression can be given without a grasp of the thought. This can be obtained only in the way above described. The more complete the grasp of the thought, the more adequate the expression; therefore, encourage the pupil in getting as complete a thought as he can, by letting the eyes precede the lips as far as possible.

This applies not only to pupils who are beginning to read but to the most proficient readers as well. With beginners, let them read silently a whole sentence to themselves, if it is short, and then raise their eyes from what they are reading, and tell you what they have read. In this way, they will acquire expression from the beginning. Where the sentence is long, indicate by the pointer or otherwise how far the child is to read before giving the thought. Gradually he will come to give groups of related words, stopping at the natural divisions of the sentence.—*Marlboro School Bulletin*

When he can talk, it is time he should begin to learn to read. * * When he can read English well, it will be seasonable to enter him in writing. —*John Locke.*

The ▲ Asheville ▲ Summer ▲ School

AND ▲ CONSERVATORY ▲ OF ▲ MUSIC,

ASHEVILLE, NORTH CAROLINA. "THE LAND OF THE SKY."

JULY 2nd TO AUGUST 25th.

Summer Study under the most favorable conditions. Delightful Climate, Beautiful Surroundings, Departments of Pedagogy, Art, Music, Expression and Oratory, Photography, Stenography, Kindergarten Training, and Academic Branches.

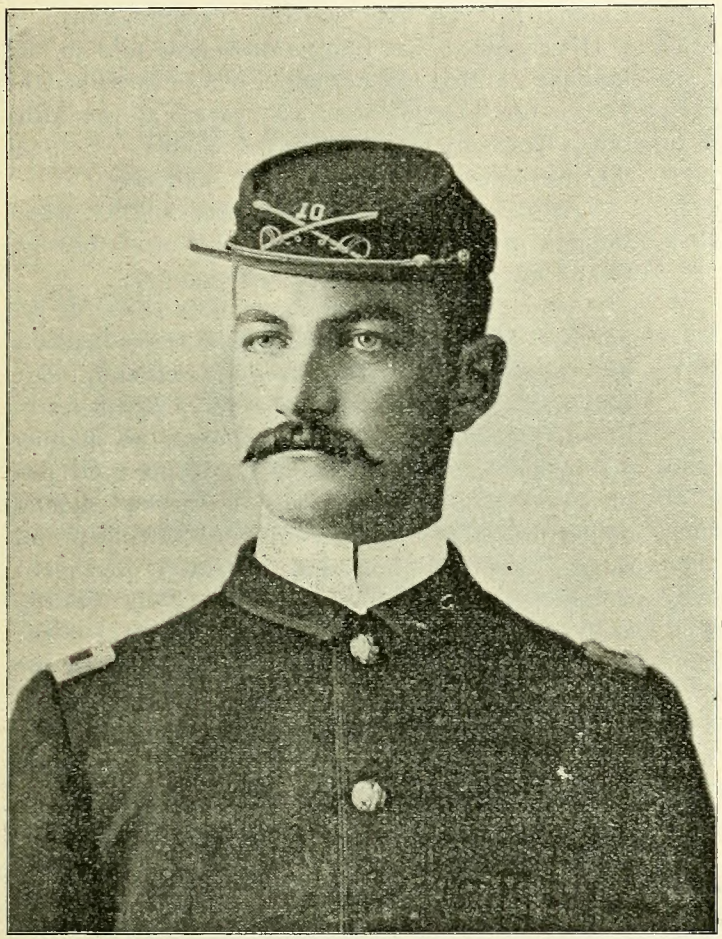
The Boston School of Expression, Atlanta Berlitz School of Modern Languages, The Asheville School of Fine Art, The Asheville Conservatory of Music, and the American Kindergarten and Training School for Teachers of New York City.

Board at moderate rates in private families, boarding houses, and hotels. Write for full particulars to

R. J. Tighe,
Chairman Advertising Committee, Asheville, N. C.

Lieutenant William Ewen Shipp.

William Ewen Shipp was born at Asheville, N. C., August 23, 1861. His father, Judge William M. Shipp, was one of the state's most eminent jurists. His mother was Catherine Cameron, so through his veins flowed the blood of the Camerons, patriots and long-ago martyrs. His childhood and boyhood were passed at Lincolnton and Charlotte.*



By a brilliant examination he won the appointment to West Point over forty competitors, and entered the Academy in 1879. He graduated in 1883, eleventh in a class of fifty-two.

He was assigned to the 10th Cavalry at his own request, and joined his command on the frontier, where he saw hard service in the Indian campaigns. He was commended for his gallantry in the famous Crawford expedition. He was one of three officers who accompanied Captain Crawford in his expedition against the bloodthirsty Geronimo. Our troops were fired on by Mexicans, who claimed they mistook them for Indians. Captain Crawford was mortally wounded and several soldiers were killed. Lieutenant Shipp carried Captain Crawford's dead body before him on his horse for fifty miles, thus saving it from mutilation at the hands of the Indians.

He was promoted First Lieutenant, 10th Cavalry, in 1889. January 17, 1894, he was married to Miss Margaret Busbee, of Raleigh.

When the war broke out Lieutenant Shipp was offered two details that would have kept him away from Cuba, but he begged off one and declined the other.

He was made Brigade-Quartermaster on General Young's staff, and his comrades tell how tireless were his efforts to get the men supplies. He volunteered for active duty, and met his death on San Juan Hill, in the bloodiest charge of the war.

In Gen. Leonard Wood's words: "Lieutenant Shipp was on my staff the morning of July 1st and was killed while making a charge with his troop. I had sent him to deliver an order to a regiment of the brigade, ordering it to advance; on his return, it seems, he passed his own regiment, the 10th, which is also a regiment of my brigade, just as it was starting forward to the charge. He joined his troop, and was leading it when killed. His death was a great shock to all his friends, of whom I have been one for many years. His conduct during the entire action was distinguished by the greatest gallantry and absolute disregard of danger."

Colonel Roosevelt wrote: "It was Shipp who brought me word to advance with my regiment. I did not see him again. He had been riding to and fro with absolute coolness and fearlessness, paying no more heed to the bullets than if they were hailstones, though men were dropping on every hand."

The dearest friend of Lieutenant Shipp's life, his classmate, room-mate and chum in the West Point days, Lieut. William H. Smith, 10th Cavalry, was killed in the same hour on San Juan, at the head of his troop. Their love was as great as that of the most devoted brothers, and they were called "the Damon and Pythias of the Army."

*Mrs. Kate Buxton McRee at whose father's house Lieutenant Shipp was born, says of him in a private letter: "He did not come to Asheville again until he was fourteen, when he walked from Charlotte with a party of boys to Black Mountain. From there he came to us footsore and weary; but so delighted with the beautiful scenery through which he had passed! He was very fond of my singing to him, and in his last letter to me, in April, 1897, he alluded to several songs I used to sing to him. He was never anything but a gentle, loving and affectionate boy."

In March the body of Lieutenant Shipp was brought home on the transport McClellan, with those of his beloved friend, Lieutenant Smith, and Lieut. William George Elliott, the "best man" at his wedding five years before.

Lieutenant Shipp's body was carried to Lincolnton to be laid by his mother's side in the quiet little churchyard. "From all over the state people came to do him honor. In the presence of three thousand people, the Confederate Veterans, Sons of Veterans, and the Lee's Rifles, he was buried with military honors. Taps was sounded after the salute was fired over his grave, which lies in the shadow of the church at whose altar he was taught those lessons of faith, endurance and devotion to duty that made his life noble and his death heroic."

A loyal Christian, 'a brave soldier, faithful in every relation of life, his two little sons have a goodly heritage in his unsullied name.

The Boyhood of William Ewen Shipp.

JUDGE ARMISTEAD BURWELL.

When William Ewen Shipp was about four years of age, death deprived him of his mother's love and her tender and affectionate care. In the home of his grandmother, Mrs. Bartlett Shipp, in the County of Lincoln, he was carefully nurtured by that good and wise woman, and, under her prudent training and loving watchfulness, the inherited traits of his character were so cultivated that when, at the age of seven years, she removed to the town of Lincolnton, he was a boy, quiet and reserved in his manners, but of a cheerful disposition, and always gentle and affectionate towards those he loved. This is the testimony of those who knew the child.

At Lincolnton, he was a scholar in the school of Miss Alexander, a lady of great culture and refinement. There he was studious and obedient, and soon became a favorite with his accomplished teacher, who laid the foundation of his subsequent success in his life as a student.

Here, too, began his association with boys, and there came the conflict through which all American boys must pass. He seemed even then, as those who watched him tell, to have known no feeling of fear, and to have had a high sense of honor, and a determination to maintain his own rights without transgression upon those of his companions. And he won, as he then deserved, many warm friends among his boyish companions, who, now that the school-boy sleeps in a hero's grave, declare that the Lincolnton boy was indeed the "father of the man."

He was fond of sports and exercise, and, in and about the village, he gained that health and strength that made him in after years a model of physical manhood.

In 1874, his family removed to Charlotte, and there William became a cadet in the Carolina Military Institute, of which the distinguished educator, Colonel J. P. Thomas, was then Commandant.

His career at that Institution is best told in the language of that teacher under whose careful train- he was fitted for his honorable career at the Military Academy of the United States. Colonel Thomas knew his sterling worth, and says:

"As one who knew the lamented soldier when the dew of youth was fresh upon his brow, I desire to add my earnest tribute to his memory.

"Among the first of the boys of Charlotte to report for duty at the old Carolina Military Institute was the eldest son of my distinguished friend, Judge Shipp, of excellent name and fame in North Carolina. There was no better student, no manlier young soldier than William E. Shipp. Of fine physique, of admirable morals, of marked mental ability, with studious habits, in him I saw the promise of a brave and honorable career in life. His course at West Point, which followed his training at the Carolina Military Institute, confirmed the favorable impression that he had made upon the mind of his first military teacher. His career in the United States Army was all that could have been expected of a true soldier, brave to do duty and conscientious in all the relations of life.

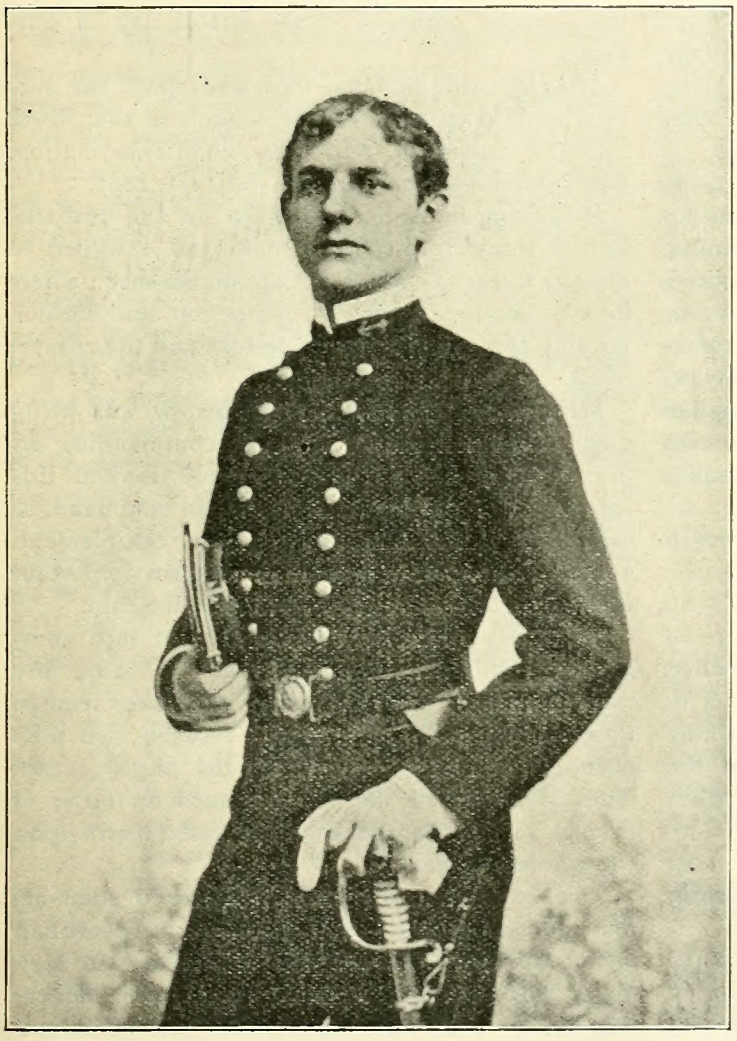
It is not my purpose to speak of William E. Shipp in elaborate terms. The state that gave him birth, and the country that he honored in its army will preserve his memory. My purpose is to recur to the youth of the hero, and to bear my testimony to the high character of the North Carolina cadet, who adorns the history of that school of the Carolinas—the Carolina Military Institute—whose golden fruitage has been my consolation and my pride."

This tribute to his memory was published soon after his death in the *Charlotte Observer*, and was the well-uttered sentiments of the neighbors and friends of his honored father and of himself—men and women who had known the manly, studious and dignified youth who had chosen the profession of a soldier, and had honored the profession of his choice by conduct in school, in camp and on the battle-field.

Ensign Worth Bagley.

CAPTAIN C. B. DENSON, RALEIGH, N. C.

Worth Bagley, the hero of Cardenas, was born in Raleigh, N. C., April 6th, 1874, his parents being Major William H. Bagley, a native of Perquimans County, and Adelaide Anne, daughter of Governor Jonathan Worth. On both sides, the ancestry of the subject of this sketch was distinguished for services to the State, from the period of the Revolution. Major Bagley rose to his rank as a brave and faithful officer in the Confederate Army, but Worth was deprived of his father's guardianship by death before he had completed his twelfth year.



From his earliest years, the manly qualities were evident that developed with his years and wider fields of action. The young family circle of six, of which he was the eldest, beheld in him a model of filial love and obedience, even while he tenderly embraced his mother on the funeral day, with the declaration, "Lean on me, and I will take care of you." This tender, cherishing and venerating, yet protecting love for his mother was the animating spirit of his life. To share her joys and griefs, to be worthy of her pride, to worship with her the God of his fathers, became the undercurrent of his pure and earnest and noble life. In a very wonderful degree is this true, coming to the surface in every important event of his life, pervading his whole correspondence, and shining forth in all his home intercourse. It was a striking illustration of the historic truth of the devotion of heroes to the mothers who bear them.

As a pupil at school, first at the Centennial Graded School, and afterwards at the Raleigh Male Academy, (Messrs. Morson and Denson), he led a consistent course of faithfulness to duty. His work was well and carefully done; every exercise was written with precision, even in its neat penmanship, and his ambitious spirit was exhibited by the truth of one of his own sayings, that he always happened to be the youngest boy of his class.

He was obedient, respectful, high-minded, honorable. Youthful as he was, he received many of the highest honors annually awarded in his classes, and although but fifteen, was so fully prepared in the classics as well as other branches of study, that he passed the examination at Chapel Hill, for entrance into the University of North Carolina for the A. B. course.

Yet he was in no sense a book-worm. Gay and bright in spirit, full of wit and humor, and as brave as a lion, he was a leader in athletic sports, and especially in the football games of the academy; afterwards gaining prominence in the victories which the Naval School won over Georgetown and West Point. No brawler, he was quick to assert his just rights and to protect the weak, and everywhere with his fellows, popularity unconsciously waited upon him. Perhaps his unselfish regard for others was the secret.

He had always a strong desire to enter the naval or military service, and frequently talked of

this longing with one of his teachers whose son had joined the signal service. Opportunity came, in the competitive examination held in the Fourth Congressional District for an appointment to Cadetship at Annapolis. All the examiners were strangers to him and his county. He had not been trained at a military school, but rather for classical studies, yet he won it, and decidedly. More than that, after his appointment, June 3d, 1889, his entrance at Annapolis was most brilliant. Although the youngest man in a class of 70, being but fifteen years in April, he excelled every other man, it is stated, by 35 points in a total of 450.

But he had attempted a Herculean task,—to pursue mathematical and scientific branches for which he had had no direct technical training. Yet, with sleepless energy, he never despaired. Even after he was beaten in one examination, he was encouraged by a mother's superb determination and confidence in her son, and, generously reappointed through Hon. B. H. Bunn, he applied himself so vigorously that he not only graduated, but wore upon his collar the star of high distinction.

His courage and tenacity, his immense strength and tactful resource made him master of the games, and he became the idol of the Naval Academy,—no less of the professors and gray haired officers of distinction than of the devoted friends that flocked about him. A great favorite in social circles in the gay resorts whither the practice cruises led the gallant cadets, he enjoyed the privileges of the young; yet all through his letters home breathes the spirit of the unspoiled reverent child of God, returning for strength and true support to the Scriptures, where he followed his mother's reading, and felt her prayers ascending with his own.

Something of the inner man is seen in the playful advice written to his baby nephew, the son of Hon. Josephus Daniels, of Raleigh, while the writer was in his twentieth year, at the Naval school.

"Above all, you must learn to be self-reliant. You must be a man at fifteen; it won't be hard for you to accomplish it. Never ask any favor if you can help it. * * * Study hard, and until you enter the Naval Academy, don't pretend to know a thing until you do know it. Don't be a bookworm or a hot-house plant, but take the proper exercise and make yourself a strong man. Don't tell a lie, even at the Naval Academy. Love your father and mother and obey orders.

Your uncle will repeat to you what was said to him and the rest of the Navy team last year before the game with West Point, which we won, 6 to 4. Mind it wherever you may be. "For God's sake, keep your nerve, and show the stuff you're made of."

Less than four years after those words were written, the hour of supreme trial attested in him the splendid exemplar, in the fateful day of Cardenas.

He graduated in June, 1895, and spent the succeeding two years on several vessels of the North Atlantic Squadron, and after final examination, was commissioned as ensign, July 1st, 1897.

Beginning his duties as ensign on the Indiana, he was transferred to the Maine, and assigned to duty as executive clerk of Captain Sigsbee, where he soon made his mark as competent and faithful, holding the regard of his superiors and the respect of all.

Meantime the torpedo boat Winslow was being completed at Baltimore, and her commanding officer, Lieutenant John B. Bernadou, invited Ensign Bagley to become his second in command, as executive officer. This was a high complement, as the vessel was expected to perform important service, in the event of hostilities with Spain.

A few days after the Winslow went into commission, while in a heavy storm at sea, some fifty miles from New York, Bagley, with two seamen in a life boat, with great peril, rescued two men from a scow that was adrift in the angry ocean. The Secretary of the Navy issued an order of thanks, saying that the deed "reflected lustre upon the whole service."

The destruction of the Maine followed soon after, and the storm of war which Spain provoked soon followed. The Winslow proceeded to Key West, with the North Atlantic fleet, and the exacting duties of an executive officer fell upon one whose whole life had been one long preparation to meet duty in its sternest form with unflinching will.

One week before his departure from this life, he wrote, "You are the sweetest mother to me, for more reasons than I can ever count. * * You are a brave mother and must feel as I do. * * I can indeed, my mother, rise up and call you blessed. Good-bye for a short space."

On the 11th of May, under orders from Captain Todd, of the Wilmington, the Winslow took part in the entrance by the former vessel and the Hudson into the harbor of Cardenas. Near the close

of the action which ensued, the Winslow's steering gear having been disabled, by shot at close quarters, Ensign Bagley was directed to govern the movements of the man at the reversing gear, the usual communication from deck to engine having been cut off. In the performance of duty, cool and courageous, directing the course of the Winslow, and abreast of her starboard gun, the bolt of death found its mark.

With a smile on his face of encouragement to the men, death had claimed him, yet left his features unmarred in the composure of the eternal silence.

On the afternoon of the 13th, funeral services were held at Key West, under full naval escort, ten officers serving as pall-bearers, and his remains were saluted as the steamer Mascotte received the coffin for transportation to his home.

Never were such honors accorded to one of his age as, in the capitol of his beloved Carolina, the hero lay in state, flags at half-mast, flowers heaped about his casket, and ten thousand citizens gathered to testify love and admiration. The clergy of the city were grouped at the foot of Washington's statue, to participate in the service; the veteran comrades of his father, his own schoolmates, a brigade of North Carolina Volunteers equipped for the war with Spain, and other organizations, followed him to the tomb, while minute guns from Capitol Square told the story of the people's loss.

At the grave-side, the last sentence of his favorite song was sung, now the chief solace of a mother so beloved and so striken:

"A soft smile came from the stars,
And a voice from the whisp'ring foam,
Safe, safe at last, the danger past,
Safe in his Father's home."

The entire country mingled its sorrow by the new made grave. The most distinguished editor of America, living in New England, declared, "In the red blood of the young Carolinian, the North and the South have sealed their perpetual reconciliation."

Richard Beverly Raney. Olivia Cowper Raney.

EDWARD P. MOSES, SUPERINTENDENT OF SCHOOLS, RALEIGH, N. C.

When a rich yonng man goes and sells all that he has and gives it away to make the world cleaner and purer, it is not idle curiosity to seek to know something of the man's life as well as the extent and natnre of his benefaction.

Having learned that Mr. Raney had kept a diary, written without thonght of publication, I urged him to permit me to lay before the readers of the JOURNAL OF EDUCATION such extracts therefrom as might seem to me to be appropriate. I trust that I shall be able to accomplish the delicate task which I have set myself in such a way as not to offend the sensibilities of a modest gentleman who neither seeks nor desires publicity in any form.

Richard Beverly Raney was born in Granville county, N. C., February 7, 1860. His grandfather, a native of Virginia, came to North Carolina in 1844, and settled in Granville county, where he purchased a large estate. His son, Thomas Hall Raney, the father of the subject of this sketch, excelled in good harvests, choice fruits, and fine horses. He married Eliza Partridge Baird, a descendant of John Speed, of Cheshire, England, the anthor of a history of England.

R. B. Raney was the youngest of ten children. Two of his brothers entered the Confederate army, and one of them, George, died from fever contracted in the service. His first teacher was his brother-in-law. The boy soon learned to read, led on by the prize of a pair of new boots, promised him by his brother Charles, who is now one of the trustees of the Olivia Raney Library.

"A pebble in the streamlet scant
Has turned the course of many a river."

And who knows to what extent the tempting reward of these new boots turned the little learner to a love of books, which has ever since been to him a source of pleasure and strength? Later he went to school to his sister Lucy. At the age of sixteen he left school, Fetter Academy, in Kittrell, went to Norfolk, and took a place as clerk in the honse of a cotton factor. At eighteen, he became clerk of the Yarboro house in Raleigh. At twenty-two, he went to Atlanta, and was made cashier of the Kimball house. In a year, this honse was burned. Then he was offered a position in the railroad office in Charlotte by his friend, Col. W. A. Turk. In a few months he resigned this position, and leased the Yarboro house, of which he is now proprietor. For several seasons, he was one of the lessees of the Atlantic hotel at Morehead City. He has operated farms in Wake and Warren counties. He is now also general agent for North Carolina of a prominent insurance company.

Not many busy men have been as great travellers as Mr. Raney. His desire to see the world seems to have taken possession of his soul when a boy, and few can feel that the realities of age have fulfilled the dreams of yonth as in his case, in this particular at least. On

this point I quote as follows from the preface of his notes of travel:

"When I was a boy and lived at Kittrell, North Carolina, I saw a great many people passing on the trains bound for the Centennial Exposition at Philadelphia. I envied them heartily the pleasure which I had no means of enjoying myself, and I then made up my mind that some day I would go around the world."

He made his first trip to New York at the age of nineteen, accompanied by his friend Mr. John T. Pullen, the banker-philanthropist of Raleigh. The next year he went to New Orleans to the Mardi Gras. He visited Mexico twice—in 1890, and in 1894, on his bridal trip. He spent a portion of the summer of 1893 in England. In 1892, he made a tour around the world.

"Notes of Travel" are written in pleasing style, and often show the author's keen sense of the ludicrous. "My state-room is not very comfortable, being next to that of a crazy woman who does not realize that she is on the ocean. Frequently during the night I am startled by her piercing cries of 'earthquake!' or 'fire!' as the ship's motion happens to impress her."

"I did not feel like preparing for my berth, was too near death. B. seems perfectly well. If he were to succumb, I think I would feel better."

"The pockets of our driver (in Cuba) were filled with roses which he had stolen and which he presented to L. in instalments as we drove home."

"Sent a card to Dr. H. who called after church. I gave the boy fifty cents for taking the note to Dr. H., but the boy gave him both the money and the note."

Monday, August 15, 1892—

"This is the day I did not live, as when I retired last night, Sunday, and awoke this, the next morning, it was Tuesday, August 16th."

"I was exceedingly well pleased with the servant we engaged for the day at Agra. I was prejudiced in his favor from his addressing me as 'Your Highness,' while Nago, my servant, only called me 'Master.' I never came to a door less than ten feet in height without having him exclaim, 'Take care, Your Highness,' for fear I would strike my head against the arch."

"Bought some ancient coins at Delhi, which I think were only recently cast."

"H's man, Abdul, cannot drink, and mine cannot eat flesh, so we trusted our liquid refreshments to the former, and the solid to the latter."

"On Sunday I asked Abdul to call on me for some backsheesh, but he has not done so. He must have died suddenly."

"Passengers must not go to bed with their boots on," is a notice that caught his eye in a railroad train in Austria.

His Reflections on Monkeys are worthy of a philosopher. "Late in the afternoon, between Jeypore and Bombay, I took a seat on the platform of the rear coach and feasted my eyes on the thousands of monkeys in their wildest state on the side of the railway. There were a dozen of them in some of the smallest trees, of various ages, and they were superlatively happy; perfect contentment for the present and no care for the morrow. Worshipped by their natural enemy, man, the Indian ape is to be envied, with a palace in every tree, ambrosia in every nut, nectar in every brook; comfortable without clothes, satisfied without purse, no disappointments, no dentists, no doctors, no devil and no dread of death; no envy, hatred, nor malice; no ignorance, learning, nor vain ambitions. I fear that evolution has progressed entirely too far."

The following note at Jeypore is either another one of his jests or the only boast I have ever heard from Mr. Raney during an acquaintance of fifteen years. "I saw a great number of wild boars and I learned that man-eating tigers are very frequently shot in the vicinity. I wish I had a few days to spare."

In all his travels his mind reverts to North Carolina, her resources and her interests. The men in charge of the boats on the Nile seem to him to be good sailors, but not equal to those of Morehead City.

The cotton plant in India he found higher than ours, but very slender and the bolls few and small. To the old man in charge of the cemetery at Hong Kong, who suffered with frequent headaches, he gave a bottle of Anticephalalgine, the famous Raleigh headache cure.

The day he rented an office in London with the expectation of remaining there for five years, he writes: "My heart is in Raleigh."

His devotion to his mother is seen in many tender references to her. And here is a pretty picture which calls to mind some of the charming parties he used to give his juvenal friends in the Yarboro house parlors and dining room.

"Torrington Square, in front of my boarding house, is a pretty, neatly-kept little park. Many children gather there in the afternoons, and I frequently amuse myself by watching them or joining in their sports." And in stocking the library with books, he is going to remember very handsomely the boys and girls of Raleigh, and all the other little folks in North Carolina who come to visit here

As I have already intimated, he is a book lover. His own private library is an excellent one, and many of his books are sumptuously bound. When in Egypt, after a visit to the pyramid Cheops, he writes: "I have just had the pleasure of reading three large volumes on the subject by Professor C. Piazzi Smyth."

"London, July 18. This afternoon I spent at the British Museum and Library. The library claimed most of my attention. The number of printed books in the library is nearly ten million," &c.

Again, "After luncheon I went to the British Museum and was so interested in some books that I remained until the hour for closing."

He was much impressed with what he saw at England's greatest university. "In Oxford, the very air seems filled with learning and respectability, and one's soul seems lifted up with the desire to be great and good."

I think it will interest the reader to know that the founder of the Olivia Raney Library is a lineal descendant of an author of a history of England. The story is best told in his own words:

"London, July 14, 1893. Having heard that an ancestor of mine, named John Speed, had written a history of England several hundred years ago, I started out this afternoon with the determination to secure a copy if possible. After visiting not less than a dozen old book stores, on a side street near the Strand, I was about to give up, but having the address of similar places near High Holborn, I visited them, and was rewarded with two excellent copies, well preserved, and containing portraits of the author. They were printed in 1632. One of them I shall give to my my mother, and the other I shall keep. I found also some good maps of 'Great Britaine' and Ireland, which were 'performed' by the same gifted gentleman." This was a rare find. I have had the pleasure of examining the history. It is a very large book, and such portions as I read were very interesting to me. The author was evidently a man of profound learning and a vigorous writer. After Mr. Raney has given away his fortune, it seems selfish to ask him for this book also.

While he is liberal in his views, he is a man of strong religious convictions. In all his travels, by land and sea, his diary, to the best of my recollection, fails not to record for a single Sunday the simple statement that he attended religious services.

That he has long had it in mind to use his means for the good of others there can be no doubt. When he decided suddenly to give up his residence in London, he wrote: "Of course, there is a slight feeling of regret at having to abandon all chance of the fortune with which I would probably have done some good." In considering what new business he would engage in, he expresses the hope that he may find something in which he can do good. He was struck with this inscription which he found on an arch in the pink city of Jeypore: "High minded men delight in doing good, without a thought of their own interest."

Before I had an opportunity to read Mr. Raney's diary, a friend in Raleigh suggested that the example of the builder of the Taj Mahal probably had great influence over his mind. Whether this be true or not, it seems to me to be appropriate to quote somewhat at length his impression of this beautiful memorial of a noble husband to a wife whom he loved with his heart's best devotion.

"October 13, 1892. It was a lovely moonlight night when we arrived at Agra, and having heard so much of the beauty of the Taj by moonlight, I determined to see it before retiring. If any one object is worth a journey around the world to see, the Taj certainly is, and the circumstances attendant upon my midnight visit rendered it weird and even more than usually solemn and entrancing.

"October 14, 1892. After Tiffin we hurried to the Taj Mahal, which, I am sure, is the most impressive, if not the most beautiful, building in the world. Muntaz-i-Mahal, 'The Exalted of the Palace,' died in 1627, and her devoted husband, the Emperor Shah Jehan, commenced building the mausoleum very soon thereafter. It has stood, a perpetual monument to his love, as purely white and as free from blemish as when just completed. It is said that twenty thousand men were employed for twenty-two years, and that it cost, including the gardens, the mosques and gates, according to various estimates, from four to twenty millions of dollars. In regard to color and design, the interior, inlaid with precious stones, may rank first in the world for purely decorative workmanship, and the perfect symmetry of the exterior, the aerial grace of its domes and minarets, once seen can never be forgotten. The whole Koran is written on the interior walls in Mosaic. Jehan immortalized his peerless wife, and gave to history an evidence of purest love and constancy—could the millions have been unwisely spent?"

R. B. Raney has builded more liberally than Shah Jehan, and his beloved wife has a nobler monument than the gorgeous towers of the mausoleum of the "Exalted of the Palace."

Of the life of a good woman, little more need be said than these words of Ruskin:

"Her path is indeed strewn with flowers, but they rise behind her steps.

'Her feet have touched the meadows and left the daisies rosy.'"

Olivia Blount Cowper was born in the month of May, 1861. She was the daughter of Pulaski Cowper and of Mary Blount Grimes. Her father, now one of the most honored citizens of Raleigh, is president of the North Carolina Home Insurance Company. He is

a native of Murfreesboro, N. C. He was private secretary to Governor Bragg, and came to Raleigh in 1855. In 1859 he moved to Beaufort county, near the town of Washington, where his daughter, Olivia, was born. His wife is a daughter of Bryan Grimes, and sister of General Bryan Grimes. Her maternal grandfather was John Gray Blount, who was the largest land-owner in North Carolina, the brother of William Blount, governor of Tennessee and United States Senator.

Olivia Cowper spent her early childhood in Beaufort and Pitt counties. When she was ten years old her father moved to Raleigh, which has been the home of the family ever since. She attended St. Marys School, and became very proficient in music, under the skilful direction of Miss Hansen. For a number of years she was the organist at Christ Church in this city. She was married to Richard Beverly Raney December 5, 1894. She died May 4, 1896.

As a child, she was obedient to the slightest will of her parents, and was truthfulness itself. Her father has told me that he never heard her speak unkindly of any human being, but that, on the contrary, whenever she heard a criticism of another she always attempted to parry the blow.

I speak but words of truth and soberness when I declare that I never knew any one who was more beloved by all with whom she came in contact. Even the timid child "forgot his weakness in her sight." On their bridal trip to Mexico, her husband writes of her: "Matanzas, December 18. A little girl in the hotel seems to have fallen desperately in love with L., and gave her some flowers."

In the church, at the Sunday school, among the poor, and with the aged, for whom she had especial feelings of tenderness, she was active, diligent and self-sacrificing, in season and out of season, in every good word and work.

Nothing could more appropriately follow her life than the beautiful library that bears her name. She will live in every great poem, in every noble sentiment, in all the books therein contained. As the perfume from the box of costly ointment broken by the woman filled the whole house with its sweet odor, so the treasure poured out here to the memory of this good woman will sweeten all the air of this city, and many a struggling soul will be led through the influence of her life of gentle deeds to aspire to gain some measure of her glorious reward:

"Oh! may I join the choir invisible
Of those immortal dead who live again
In minds made better by their presence."

The public library is the people's university.

Dixie.*

1. Away down South in the land of cotton,
Old times there are not forgotten,
Look away, look away, look away, Dixie Land!
Wherever o'er the earth I wander,
My heart still turns to the dear land yonder,
Look away, &c., Dixie Land!

CHO.—Then I wish I was in Dixie,
Away, away!
In Dixie Land I'll take my stand,
And live and die in Dixie,
Away, away!
Away down South in Dixie!

2. O, Dixie Land, of thee I'm dreaming,
Love-lit eyes in mine are beaming.
Look away, &c., Dixie Land!
I see the corn and cotton growing,
The breeze magnolia balm is blowing,
Look away, &c., Dixie Land!

CHO.—And I'm going back to Dixie, &c., &c.

3. O, Dixie Land, for thee I'm sighing,
Loving thee with love undying,
Look away, &c., Dixie Land!
Thy hills and plains and shining waters,
Thy noble sons and lovely daughters,
Look away, &c., Dixie Land!

So I'm going back to Dixie, &c., &c.

* New words by Wm. M. Lawrence, Principal of Ray School, Chicago.

Revelation.—Lucy A. Haskell.

I trod the rustling carpet of the earth
When winter winds had bared the forest trees;
Hushed were the myriad sounds of insect mirth
That erst had floated on the summer breeze.
No voice of bird was heard in warblings sweet,
No pleasant murmur of the growing leaves.
"Death, death," I said, "on every side I meet,
And Nature for her buds and blossoms grieves."

Anon I saw the earth appareled new;
Greenness and growth did everywhere abound;
The skies bent over all their summer blue,
And grand old hills with beauteousness were crowned.
The air was stirred with waves of happy strife;
Where 'er I turned I saw th' Eternal Seal.
"Life follows death," I said; "through death to life.
Doth Nature thus the spirit's law reveal?"

Rest.

Rest is not quitting this busy career,
Rest is the fitting of self to its sphere;
'Tis the brook's motion, clear without strife,
Fleeing to ocean after its life;
'Tis loving and serving the Highest and Best;
'Tis onward, unswerving,—that is true rest.—*Goethe.*

The Story of the Quincy Movement.*

There was an opportunity, a sensible school board, a board that conducted its affairs upon sound business principles, upon a plan that has always, in all times, brought success, a plan that the entire business world unqualifiedly endorses. No other plan has or will ever succeed.

One of the profound mysteries in this world is the marvelous psychological change that comes over respectable, intelligent and otherwise wise laymen when they are elected by their fellow-citizens to serve on school committees. Persons who would never dream of superintending an electrical plant, managing a railroad, building a bridge over Niagara, leading an army, or commanding a ship, enter upon the duties of the school committee with the astonishing presumption that they can with safety minister directly to the welfare of children, mold society into right living, and shape the destinies of a nation by means of common education; that they can make courses of study, select teachers, examine pupils, and manage the internal pedagogical affairs of a school system. This prevailing state of affairs would be ridiculous were it not so awfully solemn. The presumption of school boards is the accute distress of the nation; it is the culmination af bad politics, the very worst by-product of democratic evolution. For this presumption millions in money are wasted every year, countless children suffer, and free government is imperiled.

It is often said that when a school board gives up its authority to an expert its duties are ended, that indeed it has nothing further to do. This was by no means true of the Quincy committee. The superintendent was given full power to conduct the schools as he thought best. There was, however, one absolute requirement—he must succeed; and the committee was the judge of success or failure. Previous to 1875 the committee had examined yearly the schools in order to ascertain the progress of the pupils; now they proposed to inspect the schools to find out the efficiency or inefficiency of of the superintendent; and well they did ther work. What criterion they had, or upon what basis they estimated efficiency, is not known. Probably they estimated the real life of the school, the happiness and earnestness of the children, rather than technical details and quantity of book work done.

The school board's most important task was to defend the schools and the changes in the work of the teachers.

Good people do not easily alter their ideals of education. I have sometimes thought that theology had the deepest and strongest hold upon the human mind, especially in New England; but that is not true; educational ideas are by far the slowest to change. Noah Webster is mightier than Jonathan Edwards, technical grammar than predestination. It is useless for any one who attempts to improve education to complain; the right way is to recognize the situation and make the best of it. Human progress is measured by the time it takes for a good idea to get into life.

The battle for the common schools is the battle for human liberty, and Quincy was fortunate in the defenders of that which lies at the basis of our republic.

The superintendent was granted the entire supsupervision of the town schools. The choice of teachers and their dismissal, the making of the course of study, the examinations, indeed everything that pertains to pedagogy, he relegated to his principals, and they in turn to their teachers. The tyranny of the superintendent consisted in demanding that every teacher should become free through self-effort.

The superintendent had an immense faith in the possibilities of human growth by means of education, a faith which has grown with his years and is now stronger than ever. He had also a great faith in free government brough about by educating children into freedom through self-activity. The battle for freedom, he thought, is not to be fought out in cruel-bloody wars, not by armies and navies, but in the common-school room,—the camp and training ground for citizenship. The lessons of the civil war were to him lessons that taught how such awful horrors may be prevented by education.

Such faith lead naturally to a spirit of work, of struggle, of research, of open-mindedness, for the truth. He had instinctively an all-controlling love for children and a strong desire to help them to good lives. Twenty-one years in the common schools as a teacher, including three years in country schools and three as principal of a normal school, had taught him very thoroughly the fact that he knew very little about the art of all arts. Every book upon education, printed in English, was on his shelves, but in them was scant knowledge of how to teach an American school.

I will not attempt to describe the educational

*Extracts from address of Col. Francis W. Parker, in the Old Stone Temple, at Quincy, Mass., April 20, the Twenty-fifth Anniversary of the beginning of the Quincy Movement.

situation in New England. One fact illustrates it fully. A diligent search was made on the rich and loaded shelves of Boston booksellers. One educational work, and one only, was found, a second-hand copy of Currie's Grammar School Education. Do not misunderstand. Very much had been done in building up the common school. Most school systems were thoroughly organized. That of Boston has furnished the pattern of organization for all time. There were excellent teachers, noble, disinterested men and women ; but naturally tradition controlled, and there was a general, though unconscious, belief that most things in education were fixed and finished. Among thoughtful people, however, there were grave doubts as to the profitable expenditure of school moneys.

The Superintendent had an overwhelming desire to find out what was true and what false, what should be eliminated and what brought into the lives of the children. He longed for an opportunity to study with thoughtful teachers, to study children in order to ascertain that which was best adapted to them. There was not one question of progress about which he was fully decided, except to study education with the right attitude towards genuine development. He found thoughtful teachers, some of whom had been doubting and studying for years, others who were ready to put themselves into the work with hearty zeal. The teachers, forty-two, I think, in number, formed a faculty for the study of education. The Superintendent led them as best he could, getting from them far more than he gave. The authority he had received he relegated to them, and in return demanded close study, original thought, creation, observation, reformation and independence. The teachers' meetings were the central means of movement. The superintendent trudged from school to school, watching the teachers, criticising them personally, holding conferences, and discussing questions. He taught in every class, over and over again, not by any means because he was a model, but because he wished to learn how to teach. It was exhilerating, delightful work, though filled with errors and doubts, crude, unformed, experimental, but withal progressive. He found genius among the teachers. They tried, they struggled with the problems; some failed, but most succeeded. They were ever ready to take and use criticism, ever ready to acknowledge failure and to look for better things. I shall never forget them,—that little band of heroes. I see them now, facing the children and the eternal questions.

What has been accomplished? I should be most happy this day to clear up some common errors that have crept into the general judgment. There never was a Quincy method or a Quincy system, unless we agree to call the Quincy method a spirit of study, and the Quincy system one of everlasting change. A method in teaching means to most people a certain way of doing things, a way fixed and finished; something that has a beginning and an end; something rounded, routinish, and efficient; a panacea like a patent medicine that may be applied with unfailing results. Method in this sense is the common and awful delusion of the present day. With the artist teacher method is the way he or she reaches an ideal. Therefore, method is entirely personal, ever changing, ever improving. Insight, elimination, improvement, are the elements of upward and onward movements. We, the teachers of Quincy, as a faculty, wrestled with the greatest problem ever given to man. The faculty and its meetings brought inspiration, enthusiasm, help, and each teacher applied the things found in his or her own way, developing personality and, therefore, personal ability.

Those who seek for some special and peculiar method or device in the Quincy movement will never find it. Faith, ideal, spirit, explain all that pertains to our success, whatever that success may have been. The outcome was what may always be expected under similar circumstances—progressive movement. If you ask me to name the best of all in results, I should say, the more humane treatment of little folks. We tried to teach them, "not as children or as pupils, but as human beings." Each child has his own individuality, his stream of thought, his desires, his hopes and fears, his grief and joy. In school the child has too often a separate stream of thought, or a stagnant pool, totally separate from his real life. A child should have one life, wholesome and complete, and the home life and the school life should each supplement the other. However loving the teacher may be, the method of teaching rarely discloses a deep sympathy, which is the best there is in any teacher. We tried to make the children happy, so happy that they should love to go to school. The rod was well nigh banished. The doctrine of total depravity will have much to answer for in the day of judgment. Flogging is the direct result of the belief that the child is innately bad, and must be whipped into goodness.

We knew that the child is good, if he has a chance, an environment of goodness. This knowledge came to us from actual experience. One beautiful incident threw a flood of light upon the child's soul. Little Bumpus, who was blind, entered Mrs. Follett's class of six-year-olds. Without suggestion, the dear little folk put their arms around him and said, "We'll help you." Humanity begets humanity. Children long for something to do, and they love right-doing far more than they love wrong-doing.

The systematic cultivation of selfishness by bribery—per cents, material rewards and prizes—were banished. The dark clouds were cleared away, and a higher motive, a nobler ideal, came into view. The humane treatment of children can not be brought about by any particular method. It must spring from a deep sympathy, backed by courage and skill. The old-fashioned, stiff, unnatural order was broken up. The torture of sitting perfectly still with nothing to do was ruled out, and in came an order of work, with all the whispering and noise compatible with the best results. The child began to feel that he had something to do for himself, that he was a member of society, with the responsibilities that accompany such an important position.

I might end this description here, for I have told all that is essential. But there are mistaken opinions to correct, opinions that have done much harm. For one thing, we did not banish textbooks; we added to them; change, not banishment, was the order. It was the custom for pupils to read through in a year one little book that a bright, well-taught child can read from end to end in a few hours, providing always that he is not disgusted with the contents. They learned the book, often, by heart from their older brothers and sisters; they could say every word, chant it, sing it, repeat it in their sleep, behold it in nightmares. It did not require much wisdom or even common sense to furnish the children with all the best literature then published. The committee appropriated $500 for children's reading, and I spent it as best I could. I packed the precious freight of new books into an express wagon and drove from school to school, taking up books and furnishing fresh sets. The flood of literature for schools we have now is not twenty-five years old. The introduction of so-called supplementary reading, now well-nigh universal, was then exceptional.

The spelling book was laid upon the shelf. Spelling was learned by the Quincy children in the same way that the human race learns to talk, by writing correctly and continually. Language was learned, as it must always be learned, by using it correctly. Technical rules came in where needed. The alphabetic method was consigned to oblivion in obedience to commands from the highest educational authorities. The outcry against this defiance of nature had gone up for hundreds of years.

Learning by heart condensed and dessicated statements of geography and history was to some extent eliminated. Geography began with the real earth, and "mud pies" were introduced. I remember an old beehive-stand just back of the old Coddington school. The stand furnished tolerably good legs and frame work. The top had been taken off and a molding table put thereon. With sand and images of continents we imitated the bees.

The committee said, "Three R's only," and I echoed it, with the mental reservation that some day, please God, the children should have better nutrition than formal teaching. They should have the great book of the Creator, and learn from it that "day unto day uttereth speech, and night unto night showeth knowledge." A naturalist took the principalship of the Willard School. He brought specimens of stuffed birds. One day Charles Francis Adams and G. Stanley Hall were visiting the school. On request, the principal brought in a stuffed duck which the pupils had never seen. I asked the children (it was the third grade) to write about the duck. They went at it with a will, and their slates were soon filled with good writing, correct spelling, and, withal, excellent thought. The visitors watched the work with interest. Mr. Adams turned to me and said, "You are teaching natural history." "No," I replied, "this is language." So it was, with a bit of thought behind it.

The criticism was made on all sides: "The children are amused and happy; they love to go to school; but do they learn? Can they spell? And so on. Many of you may recall the Norfolk county examination. George A. Walton (no better man could be found), under the direction of the Norfolk County School Committee, examined the schools of the county, town by town. The examination was in the so-called essentials, the three R's, geography and history. John Quincy Adams gave $500 to have specimens of penmanship, number work, and composition lithographed. The results

were published in a pamphlet. Figures gave the per cents, town by town. The towns were lettered A, B, C, etc., so that no one knew the particular town so lettered. The pamphlet created a sensation. Many declared that the examination was not fair. They were astonished at the results. Later on an edition of the report came out with the names of the towns given in full. Quincy had by far the highest per cent and led in everything except mental arithmetic, and in that it stood third or fourth. This is the first time, so far as I know, that the foregoing statement has ever been made in public.

We learned that children may be happy, may love to go to school, may never have a prize, reward or per cent, and still learn. In fact, the reason why students manage to escape knowledge is that knowledge and skill are made the sole aims and bribery the means of learning.

The apparent success of the movement is easily explained. There was the opportunity, a faith, a spirit of work, an enthusiasm to find better things for God's little ones. The outcome cannot be explained by methods, devices and systems; by tricks of the trade, or by particular ways of doing things. What we did in Quincy was nothing new; it came directly from the great authorities in education. What we did is now well-nigh universal; but the mere following of authority, however good, does not always count for progress; repetition of devices does not necessarily bring improvement.

We stand to-day at the beginning of an educational movement that means the salvation of the world, and its elements are faith, spirit, open-mindedness, and work. The teachers are not responsible for what wrong ideas may exist, nor can school committees be justly blamed. The common school was born of the people, it is supported by the people, and its faults are found in the people. The people must demand, and they will receive; they must knock, and it shall be opened unto them. We are bound by tradition, by mediæval ways and deeply rooted prejudice. The good that has been done is simply a foretaste of what is to come. Our ideals are low. The future demands on education into free government, a strictly American education, an education to meet the demands of these times, with their world-problems that are weighing us down, and the ever increasing duties of citizenship. I repeat, not by the guns of a Dewey or the battalions of Roberts or Kruger must these problems be worked out, but in the common school, where the quiet, devoted, studious, skilful teacher works out the nature and laws of life, complete living, and the righteousness that is to be.

Work is the greatest means of education. To train the children to work, to work systematically, to love work, and to put their brains into work, may be called the end and aim of schools. In education, no work should be done for the sake of the thing done, but for the sake of the growing mind. Of course this applies to the teaching and teachers, not the pupils. The school-room should be filled with the atmosphere of work. Work to be genuine must be upon real things, not always concrete objects, to be sure, but always on objects of thought. Word learning is not real work, but drudgery. Give pupils something to do the moment you enter the school, or better do something well yourself. Have you little ones just entering school for the first time? Do not allow them to dangle their feet idly for one moment. Give them a piece of chalk and send them to the blackboard; set them to building with blocks on their desks or at the block-table; to marking on their slates; to folding paper—anything and everything to get and to keep their hands busy. Suppose a little one should object through timidity; then wait for him, but put the work before him. Have no fulsome talking, but go straight to work. Half the real disorder in school springs from a desire to do something. If there is plenty of work, order will take care of itself. What is order? Order is the means of limiting energy to work. Real order fills the child's consciousness with right things, and right things keep out the wrong.—*The Practical Teacher.*

Think well of your pupils, every single one of them, never imputing evil motives, though the deed or conduct seems to bespeak their presence. At any rate, try the plan for a while, say for a month. If you have never made the experiment, you will be delightfully surprised with the result. Looking at the bright side of things opens sources of happiness not to be found by any other means. —*Teachers' Institute.*

Out of every ten thousand *non-educated* men, one rises to eminence and usefulness ; out of every forty *educated* men, one rises to eminence and usefulness. The chances of the educated are as one to two hundred and fifty.—*University Record.*

Programme of North Carolina Teachers' Assembly.

Morehead City, June 12-17, 1900.

TUESDAY, JUNE 12.

8:30 P. M. Announcements.

8:45 P. M. Prof. Collier Cobb, University of North Carolina, "The Yellowstone National Park." Illustrated with views taken by Professor Cobb in the summer of 1899.

9:30 P. M. Social Hour.

WEDNESDAY, JUNE 13.

9:30 A. M. Devotional exercises.

9:45 A. M. Prof. T. Gilbert Pearson, Guilford College, "Birds of North Carolina." Illustrated.

10:30 A. M. Report of Committee on Literature and Language for Elementary and Grammar Grades.

11:30 A. M. Hon. T. M. Robertson, Department of Labor, Washington, D. C., "The Crisis in the Educational History of North Carolina."

12:30 P. M. Prof. J. L. Kessler, Baptist Female University, "The Duty of Denominational Colleges to the Public Schools of North Carolina."

1:15 P. M. Prof. R. L. Madison, Cullowhee High School, "The Duty of High Schools to the Public Schools of North Carolina."

2:40 P. M. Prof J. W. Cannada, Chapel Hill High School, "Division of Work and Organization in Secondary Schools."

8:30 P. M. President D. Matt. Thompson, Annual Address. Appointment of Special Committees.

THURSDAY, JUNE 14.—PUBLIC SCHOOL DAY.

9:30 A. M. Devotional Exercises.

9:45 A. M. Supt. R. B. White, Franklin County, "The County Superintendent as a Leader of Educational Work and a Moulder of Public Sentiment in His County." Discussion led by Supt. S. F. Venable, Buncombe County.

10:45 A. M. Supt. Street Brewer, Sampson County, "Some Ways by Which the County Superintendent May Get Hold of His Teachers and Give Them New Life and Inspiration in Their Work." Discussion led by Supt. R. B. Hunter, Mecklenburg County, and Supt. A. L. Rucker, Rutherford County

11:35 A. M. Supt. C. W. Massey, Durham County, "What Ought the County Superintendent to Expect of His Teachers in Personal Study and Professional Improvement." Discussion led by Supt. C. C. Wright, Wilkes County.

12:25 P. M. Prof. W. S. Surratt, Moravian Falls High School, "What Ought the Teacher to Expect of the County Superintendent?" Discussion by Prof. M. L. White, and Prof. D. L. Ellis, Sanford High School.

1:40 P. M. Prof. P. P. Claxton, State Normal and Industrial College, "Some Suggestions as to How

The University of North Carolina

SUMMER SCHOOL.

BEGINS JUNE 12th, 1900.
Continues 4 Weeks.

Twenty Well-Known Instructors.

Instruction in Every Department —Primary, High School, Academic.

University Summer Term

Begins June 12, 1900. Continues 12 weeks.

Twenty courses of Regular University Instruction.

Rates Summer School for Teachers, $6.00.

Summer Term of the University, tuition, $20; registration, $5.

Members of the Summer School during the four weeks it is in session, may attend the Summer Term classes free of charge.

For circulars giving full information as to board and courses of study, address,

PRESIDENT ALDERMAN,
or M. C. S. NOBLE,
Supt. University Summer School,
CHAPEL HILL, N. C.

WEST VIRGINIA UNIVERSITY

THE SUMMER QUARTER

Begins June 21st and ends September 1st . . . . .

Courses will be given in almost all subjects. In addition to the regular courses there will be a large number of free entertainments and special lectures and courses by eminent specialists from other institutions, such as President Gunsaulus, of Armour Institute, President Draper, of the University of Illinois, President Mendenhall, of Worcester Polytechnic Institute, President Thwing, of Western Reserve University, Professor Scripture, of Yale University, and President Bashford, of Ohio Wesleyan University.

Teachers will find courses that will exactly meet their wants. Summer quarter work counts toward a degree the same as work in any other quarter. Expenses are low. The circular of announcements will be sent upon application to

JEROME H. RAYMOND, President,
Morgantown, W. Va.

YOU WANT HEALTH?

Go to Asheville, N. C.

YOU WANT PROSPERITY?

Attend the ASHEVILLE BUSINESS COLLEGE. Established 1892. Hundreds of graduates filling responsible positions. Special inducements to those who take a full Diploma Course.

For full information, write

H. S. Shockley, Principal,

Asheville, N. C.

WANTED—A position by a young lady having a full diploma from a Southern Seminary. Six years experience in the public schools. Can teach French and German, also Book-Keeping. A position in a high school is preferred. References and testimonials on application. Address, XY, P. O. Box 283, Salisbury, N. C.

WANTED Good teachers for summer and fall positions. Trustees may secure good teachers for their schools by writing us. We have a larger enrollment than ever, and are better prepared to assist both teachers and trustees. Write for any information to

T. J. CREEKMORE,
State Representative of the Sheridan Teachers' Agency,
Lynhaven, Va.

In dealing with advertisers please mention the North Carolina Journal of Education.

the County Superintendent May Render Helpful Service to Teachers in Study and Professional Improvement." Discussion by Prof. M. C. S. Noble, University of North Carolina.

4:00 P. M. Supt. James A. Butler, Iredell County, "Is the Present System of Township Trustees Likely to Prove a Success?" Discussion led by Supt. Paul J. Long, Northampton County.

4:50 P. M. Prof. Frank H. Curtis, Mt. Airy Graded Schools, "The County Institute: Its Purpose and Some Ways to accomplish This Purpose." Discussion by Supt. W. H. Ragsdale, Pitt County.

5:40 P. M. Supt. A. P. Whisenhunt, Catawba County, "How May We Obtain Better Qualified School Committeemen and School Boards in the Counties?" Discussion by Supt. C. N. Bray, Vance County.

8:30 P. M. President Charles D. McIver, State Normal and Industrial College.—Address.

FRIDAY, JUNE 15.

9:30 A. M. Devotional Exercises.

9:45 A. M. Prof. W. T. Whitsett, Whitsett Institute, "The Academy in the Education of the People." Discussion by Prof. E. L. Middleton, Cary High School.

10:25 A. M. Prof. Preston Lewis Gray, Bingham School, "Moral Influence of a Teacher."

11:10 A. M. Supt. John E. Kelley, Union Home School (President North Carolina Association of Academies), "Education Into Citizenship." Discussion by Supt. Charles L. Coon, Salisbury Graded School.

12:00 M. Prof. J. B. Carlisle, Wake Forest College, "The Advisability of Compulsory Education in North Carolina." Discussion led by Prof. A. M. Garwood, Burlington.

1:50 P. M. Election of Officers.

8:30 P. M. Dr. Henry Lewis Smith, Davidson College—Address.

SATURDAY, JUNE 16. MORNING—BOATING AND OTHER RECREATIONS.

8:00 P. M. Pres. George T. Winston, College of Agricultural and Mechanical Arts.—Address.

9:00 P. M. Dr. J. L. M. Curry, General Agent of the Peabody Fund.—Address.

SUNDAY, JUNE 17.

11:00 P. M. Rt. Rev. Edward Rondthaler.—Sermon.

Prof. Gilmore Ward Bryant, Southern Conservatory of Music, has been chosen Director of Music for the Assembly.

THE CHICAGO INSTITUTE
ACADEMIC AND PEDAGOGIC
Summer School for Teachers.
Six Weeks. Beginning Monday, July 2, and Closing Friday, Aug. 10. Open to All.
COL. FRANCIS W. PARKER AND THE HEADS OF TEN DEPARTMENTS FORMERLY OF THE COOK COUNTY NORMAL COLLEGE
A full corps of Instructors and excellent facilities | Unequaled attractions for teachers and others who wish to combine recreation and summer study. Daily Model School. Write for circulars and information, addressing the Director, | Lincoln Park and the shores of Lake Michigan
603 MARQUETTE BUILDING, CHICAGO.

HARVARD UNIVERSITY
SUMMER SCHOOL.
July 5 to August 15. Fifty-two courses in Arts and Sciences.
The work is especially adapted to the needs of teachers. Women as well as men admitted to all the courses except in Engineering and in Geological Field-Work. For pamphlet containing description of the courses and statement of expenses, apply to
J. L. LOVE, Clerk, Cambridge, Mass. N. S. SHALER, Chairman.

Study Medicine, Pharmacy, AND Dentistry In Summer at Chicago.
The Illinois Medical College.
Summer School.
Medical Course, four years, January 1st to October 1st. Each session nine months, divided into 3 terms. Two terms attendance constitutes one year's credit. Dentistry three years, seven months each, March 1st to October 1st. Pharmacy two years, six months each, April 1st to October 1st. For particulars write
HEMAN H. BROWN, Sec., 103 State Street, Chicago.

SCHOOL DESKS.
Blackboards. Maps, Globes, Charts, Crayon, Erasers, &c.
EVERYTHING FOR SCHOOLS.
Send for catalogues and quotations on whatever you want.
Chas. J. Parker, Gen. Agt., Raleigh, N. C.

WAKE FOREST
Summer Law School
The next session of the Wake Forest Summer Law School will begin June 18, 1900, and will continue until the September examinations in Supreme Court. The lectures will cover the entire course prescribed by the Supreme Court. Every law student in North Carolina will find it to his advantage to study law at Wake Forest. For further information address
N. Y. GULLEY, Wake Forest, N. C.

MARTHAS VINEYARD SUMMER INSTITUTE,
Cottage City, Mass.
Five hundred students. Forty Instructors. Send for 64-page circular.
William A. Mowry, Hyde Park, Mass.

In dealing with advertisers please mention the North Carolina Journal of Education.

Cure for Drunkenness.

That drunkenness is a disease cannot admit of a question on the part of a man who has made any attempt to inform himself in regard to it. It is also well known that it is a disease that does not spring suddenly upon its victim, but has been created by the long-continued use of alcohol. Medicine, until the discovery of the Keeley Remedies, had known no remedy. In a few cases a cure had been induced by sheer strength of will power of a determined choice, stirred to make a giant effort for self-deliverance. But little had been expected and little had been accomplished in this direction. The Keeley Cure is one of the triumphs of medical science that is destined to be a blessing to generations yet to be. There is no reason why the whole world may not become debtors to this discovery. Alcoholism has spread all over the world and is everywhere the source of death and disease. There is now an Institute in nearly every state in the Union, but none so popular or well known as the Keeley Institute at Greensboro, N. C., and there anyone who is suffering from the disease of alcoholism may, after a treatment of a few weeks, expect permanent relief. A trial will convince the most skeptical.—*News and Observer, March 18.*

How's This.

We offer One Hundred Dollars reward for any case of Catarrh that cannot be cured by Hall's Catarrh Cure.

F. J. CHENNY & CO., Props.,
Toledo, Ohio.

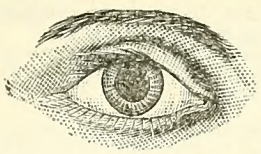
We, the undersigned, have know F. J. Chenny for the last 15 years, and believe him perfectly honorable in all business transactions and financially able to carry out any obligations made by their firm.

WEST & TRAUX,
Wholesale Druggists, Toledo, Ohio.
WALDING, KINNAN & MARVIN,
Wholesale Druggists, Toledo, Ohio.

Hall's Catarrh Cure is taken internally, acting directly upon the blood and mucous surfaces of the systen. Price 75c per bottle. Sold by all Druggists. Testimonials free.

Hall's Family Pills are the best.

TAR HEEL Cough Syrup North Carolina's wonderful cough remedy, made from pure pine tar from the pine regions of North Carolina. Positively cures coughs, colds in the chest or lungs, and incipient consumption. Always reliable. It is splendid for children, tastes good, doses are small. All druggists and dealers, 25 cents, or by mail on receipt of price. Manufactured by the Tar Heel Medicine Company, Greensboro, N. C.

Teachers  **S**

Neglected Means Serious Trouble.

The wise teacher is careful that his or her eyes receive proper attention. A half-hour at our offices may save you months of suffering. Our glasses mean correct and comfortable vision. Are your eyes worth saving? Call and see us.

DRS. R. L. & E. H. MOORE,
OFFICE WITH
Moore Optical and T. M. Co.
112 E. Market St., Greensboro, N. C.

Wholesale agents Graphophones and Latest Records. Also best makes Cameras, with supplies; Opera and Field Glasses, Compasses Telescopes, and anything optical. Up-to date Typewriters —The Chicago, $35; Pittsburg Visible, $75. Call or write us. 112 E. Market St.

JOS. J. STONE,
JOB PRINTER,
GREENSBORO, N. C.

Specialty of School Work of all kinds. A trial order solicited.

TEACHERS!

Do you wish to make your vacation earn something? We want a few good men. To such we will make a liberal proposition for employment in a business—dignified, exceptional, and also permanent if mutually satisfactory. If you mean business, write promptly.

W. B McCASLIN,
Randolph Building, Memphis, Tenn.

The Texas Teachers' Bureau.

Is the oldest teachers' agency in the state. It has had 11 years' experience. For further particulars send two-cent stamp to MOORE & RUSSELL, Managers, Palestine, Texas.

Summer Preparatory School.
Chapel Hill School.

Chapel Hill School offers as a part of its regular year's work a Summer Term of twelve weeks, beginning June 26th and closing September 20th.

This term will be of special value to students wishing to complete their preparation for the University, and to public school teachers who wish to prepare for college. For announcements and catalogue write to the principal.

J. W. CANADA,
Chapel Hill, N. C.

THE **Pratt Teachers' Agency**

Recommends college and normal graduates, specialists, and other teachers to colleges, schools, and families.
Advises parents about schools.

WM. O. PRATT, Manager,
70 Fifth Ave., - - - New York.

The Humbolt Library of Science is the only publication of its kind—the only one containing popular scientific works at low prices. It contains only works of acknowledged excellence by authors in the first rank in the world of science. In this series are well represented the writings of Darwin, Huxley, Spencer, Tyndall, Proctor, and other leaders of thought. Catalogues free; or send fifteen cents for a sample volume to

The Humbolt Library, 64 Fifth Ave, N. Y.

Increase Your Salary

by introducing Shorthand into your school. Learn the **PERNIN SYSTEM**, the best taught. No shading, no position, easily learned by mail. A grand success in our school. Write for terms to pupils by mail.

JAS. F. BROWER,
Salem Boys' School,
Winston-Salem, N. C.

SUMMER SCHOOL.
Kindergarten Normal School,
GALESBURG, ILLINOIS.

Will open June 11 and close July 6. Our specialty is teaching public school teachers how to apply kindergarten methods to the various grades of public school work.

M. EVELYN STRONG, Principal.
ADDA R. ROBERTSON, Sec.

Teachers and employers should correspond with H. N. Robertson, Proprietor **Robertson's Teacher's Agency**, Equitable Building, Memphis, Tenn. Has filled vacancies in 19 States. Operates in every State. Faithful and efficient service.

OUR LINE OF . . . .

CLOTHING and FURNISHING GOODS

will interest any gentleman that desires to be well dressed and present a neat appearance. Then, besides, we always give value. You might drop in and be convinced of your own accord.

Will H. Matthews & Co.,
ONE PRICE CASH CLOTHIERS,
304 South Elm Street, GREENSBORO, N. C.

7 PER CENT INVESTMENT.

TAXES PAID BY COMPANY.

OFFICERS.

J. C. Drewry, Prest.
J. S. Wynne, V. Prest.
B. S. Jerman, Treas.
J. N. Holding, Atty.
Geo. Allen, Sec.
C. G. Latta,
W. S. Primrose.

Ten Year $100 Coupon Certificate, with 20 semi-annual coupons of $2 25 each, secured by real estate mortgage, are being sold for $85.00 cash, which gives a seven per cent investment free of tax. Also monthly payment $100 certificates payable 100 months after date, with guaranteed protection and maturity of investment in case of death, are being sold for 100 payments of 80 cents. This gives a six per cent. per annum profit, besides valuable protection. A valuable investment for teachers. Write for particulars.

MECHANICS' & INVESTORS' UNION,

GEORGE ALLEN, Secretary, Raleigh, N. C.

JOSEPH KEASBEY BRICK AGRICULTURAL, INDUSTRIAL AND NORMAL SCHOOL.

Organized 1895. School Buildings, 6. Farm, 1,129 Acres. Teachers, Nine. Courses of Instruction, Six. School Session, Eight Months. Board, Heat, Light, Furnished Room and Tuition, $8 per month. Location, Water and Environments Good. Buildings Heated with Hot Air.

UNDER THE AUSPICES OF THE

AMERICAN MISSIONARY ASSOCIATION.

Address

T. S. INBORDEN, Principal,

ENFIELD, N. C.

BEST BUSINESS Schools in America. Arithmetic, Bookkeeping, Commercial Law, Penmanship, Commercial Geography, Banking, etc., thoroughly taught at **Eastman,** Poughkeepsie, N. Y., and the **New York Business Institute,** 81 East 125th St., New York City.

EASTMAN Poughkeepsie, N. Y., secures situations for graduates of complete business course. Bookkeeping, Shorthand, etc., taught **by mail** or in person. No vacations. Expenses low. Send for catalogue—free. C. C. GAINES, Box——, Poughkeepsie, N. Y.

STENOGRAPHY Typewriting, English Correspondence, etc', thoroughly taught **by mail** or personally at **Eastman,** Poughkeepsie, N. Y., and the **New York Business Institute,** 81 East 125th St., New York City.

TELEGRAPHY Typewriting, Penmanship, **Duties of Railway and Commercial offices** practically taught at **Eastman, Poughkeepsie, N. Y.** Catalogue free. C. C. GAINES, Poughkeepsie, N. Y.

ELON COLLEGE, NORTH CAROLINA.

Located in Central North Carolina, on Southern Railway, 65 miles west of Raleigh, 17 miles east of Greensboro. Noted for healthfulness. Remote from demoralizing influences. Faculty, graduates of best Colleges and Universities. Three full courses. Also Music, Art, and Commercial Departments. Tuition, per half-year, $15 to $25. Board, per month, $7.50 to $10. For catalogue and further particulars, write to

W. W. STALEY, D. D., President.

J. U. NEWMAN, Ph. D., Chairman.



FAITHFUL AND TRUE

Harper's Black and White Prints. 16½x23 inches, 35c. each. Suitably framed, $3 each. Fifty selected subjects. 4x5 inches on 7x9 paper, 1c. each. 1,600 selected subjects. Send 5c. for catalogue.

American Carbon Prints. 14x17 inches on 22x28 mount, $2.00 each. Suitably framed, $4.00 each. 19x26 inches on 28x38 mount, $5.00 each. Suitably framed, $10.00 each. Send 5c. for catalogue.

Our Traveling Exhibitions of Harper's Black and White Prints, and our new American Carbons we send, free of all expense, to Public and Private Schools, Libraries, and Women's Clubs. They have raised over $20,000 for the public schools this past year. If interested write for particulars.

The Helman-Taylor Art Co.,

2572 Fifth Ave., New York City.

In dealing with advertisers please mention the North Carolina Journal of Education.

GOOD TEXT-BOOKS ARE THE TEACHER'S ASSISTANTS.

TEACHERS who are looking for First-Class Text-Books should consult the following list:

Lippincott's Arithmetics.

Mental, Elementary and Practical.

Morris's U. S. Histories.

Three well-graded Books.

Lippincott's Science Series,

Including Physiologies, Elementary Science, Natural Philosophy, Astronomy and Chemistry.

Worcester's Dictionaries—Unabridged and School Dictionaries.

FOR SUPPLEMENTARY READING—MORRIS'S HISTORICAL TALES.

Teachers and School Officers, if any of your text-books are not giving satisfaction, and you are thinkiug of making a change, write to us for exchange and introduction terms. We offer special inducements on introduction orders.

J. B. LIPPINCOTT CO.,

624 CHESTNUT STREET, PHILADELPHIA.

NEW BOOKS FOR SCHOOLS

Stewart & Coe's First Days in School. $ .25

Furnishes lessons in conversation, reading, and writing from the very first day of school, and reqnires no preliminary work. Extensive use of script. Beautifully illustrated.

The Baldwin Primer. .30

Besides attractive lessons prepared in accordance with the best methods of teaching, the book contains lessons in stick laying, paper folding, modeling and songs. Numerous illustrations.

Shaw's Discoverers and Explorers. .35

A fascinating presentation for young children, showing an interesting and valnable interrelation of certain facts of history with certain phases of geography.

Bradish's Old Norse Stories. .45

An attractive rendering of these popular stories, showing what our ancestors thought of the common phenomena of nature. Also gives some idea of the rude manners and habits of this semi-barbarous people.

Gleason's A Term of Ovid. $ .75

Ten attractive stories which can be taken np with great benefit before reading Virgil, since they are far less difficult. The vocabnlary is almost identical with that of the First Book of the Æneid.

Prehn's Journalistic German. .50

Selections taken from the current German periodicals of the highest class, illustrating the present use of the langnage aud the present conditions of life. They concern for the most part invention, discovery, commerce and industry.

Halleck's History of English Literature. 1.25

The subject is treated as a related whole, and the general drift of literary thought is clearly portrayed. Special attention is paid to literary movements and to the animating spirit of each age.

Swett's American Public Schools. 1.00

Studies on public school history, with outline of the psychological and pedagogical methods of instruction and management of American public schools.

For school use these books are unrivalled. Copies sent postpaid on receipt of price.

AMERICAN BOOK COMPANY,

NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA PORTLAND, ORE.

In dealing with advertisers please mention the North Carolina Journal of Education.

A WORD TO THINKING TEACHERS

BY USING

Ward's Rational Method in Reading your beginners in reading acquire a vocabulary, the first year, of from 1,000 to 3,000 words.

"Our primary teacher seems to like 'Ward's Rational Method' better the longer she uses it."
L. W. DICK, Principal Aiken, S. C., Institute.

BY USING

"Stepping Stones to Literature," our eight-book series of school readers, your children unconsciously acquire a taste for the loftiest, purest and best in literature.

"You may put down the city of Anderson for 'Stepping Stones to Literature' (Gilbert & Arnold's Readers) after a trial of four months. They are, at present, the ideal."
THOS. C. WALTON, Superintendent.

BY USING

Normal Review Vertical COPY BOOKS beginners acquire beauty of form, easy movement and speed in writing.

"By its ('Normal Review's') use, in four months' time, I have built up good business hands out of the merest scrawls." MRS. H. R. ECHOLS, Atlanta Public Schools.

BY USING

Normal Course in Drawing your regular grade teachers—without the assistance of experts—can teach, and pupils can readily learn, all the essentials of elementary drawing—which is not only an accomplishment, but an invaluable means of training muscle and mind.

Send for descriptive circulars and testimonials.

SILVER, BURDETT & COMPANY

BOSTON NEW YORK ATLANTA, GA

A NEW SERIES OF LANGUAGE BOOKS!

THE MOTHER TONGUE.

By GEORGE LYMAN KITTREDGE, Professor of English in Harvard University, and SARAH LOUISE ARNOLD, Supervisor of Schools, Boston.

BOOK I.—Lessons in Speaking Reading, and Writing English.
BOOK II.—An Elementary English Grammar.

These books are unique in treatment and plan. They are based on the children's interests. They emphasize thought rather than form. They are CUMULATIVE in plan. They are authoritative and practical. May we send you further information?

NEW BOOKS TO KNOW MORE ABOUT.

CAIRNS' INTRODUCTION TO RHETORIC.
DAVIS' PHYSICAL GEOGRAPHY.
WENTWORTH'S REVISED GEOMETRY.
SECOND YEAR LATIN BOOK.
MYER'S ROME: ITS RISE AND FALL.
READY IN JUNE.

SPEER'S ADVANCED ARITHMETIC.
THE FINCH FIRST READER.
MONTGOMERY'S AMERICAN HISTORY.
FRYE'S GEOGRAPHIES.
EDDY'S FRIENDS AND HELPERS.
LONG'S WAYS OF WOOD FOLK.

GINN & COMPANY, Publishers,

BOSTON NEW YORK CHICAGO SAN FRANCISCO ATLANTA DALLAS COLUMBUS LONDON

In dealing with advertisers please mention the North Carolina Journal of Education.

American Song Birds

16 beautiful pictures in colors by Ridgway

FREE.

Apply only to our local salesrooms.

THE SINGER MANUFACTURING CO.

Salesrooms in every city.

C. F. THOMAS,

Job Printer,

GREENSBORO, N. C.

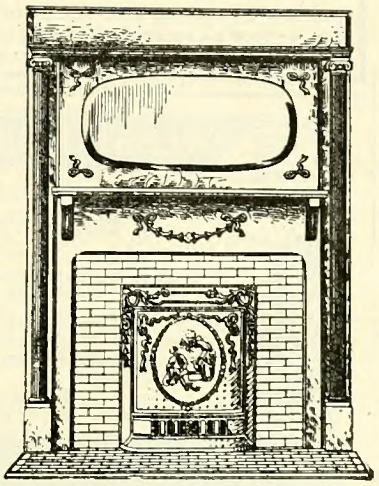
School and Commercial Work a Specialty.

School Catalogues in best style. Prices as low as consistent with good work.

The Journal is a specimen of our work.

Worth $50. OUR PRICE, $30.

FREIGHT PAID.



Mantel No. 410.—Height 6 feet 10 inches, width feet, tile opening 30x42 or 36x36 inches, mirror 18x30 inches, French bevel, profile 2¼ inches, quartered oak and polish finish. Hearth and facing best quality enameled tile, frame summer front and club house grate.

Educators, Listen:

Your business is that of educating our people and raising them to a higher plane of intellect and refinement. God speed your calling.

Our business is that of making, buying and selling

WOOD MANTELS

AND JOBBING

GRATES, TILES,

and Fireplace Goods of all kinds. We also take contracts for

ENCAUSTIC TILE FLOORS

of all kinds.

Tile Wainscoating for Lavatories, Baths, &c.

We give this line all of our time and thought and can please you. Mention this Journal and send for catalogue "D."

McClamroch Brothers,

219 South Elm St.,

GREENSBORO, N. C.

THE PERRY PICTURES.

Regular Size. One Cent Each for 25 or more on paper 5½x8 inches. 1600 Subjects. Assorted as Desired.

CAUTION—The success of **The Perry Pictures** has led to their imitation by others. All who wish to obtain by far the best pictures are cautioned against purchasing other pictures, advertised as being as good as The Perry Pictures, with the thought that they are getting **The Perry Pictures**. Be sure that the name is upon every picture. Do not be deceived by catalogs and other sheets resembling ours, and copied largely therefrom. Send 2-cent stamp for catalog and sample picture.

Sarah Louise Arnold, Supervisor of Schools, Boston, says :—

"It is with sincere pleasure that I commend The Perry Pictures. They have been used widely in our schools, and have everywhere proven themselves most helpful. The children gladly forego gum and candy to buy the coveted thing of beauty, which may be had for a penny. The teachers are unanimous in their praise of the excellent work, the admirable selection, and the intrinsic merit which make the pictures so valuable in their classes. I cordially commend the pictures.

The Extra Size Perry Pictures. Five for 25 cents. On paper 10x12. No order for less than five. 45 subjects now ready. More in preparation. Send 50 cents for these ten—Extra Size.

Four Kittens	Mother and Child. *Bodenhausen*	Can't You Talk?	Shepherdess	Pharoah's Horses
Feeding Her Birds	Madonna di Tempi	The Good Shepherd.	Isaiah	St. Anthony of Padua

Or we will send any five of these and the five beautiful pictures of "The Prophets," by Sargent, in the Boston Public Library, for 50 cents.

A Superintendent writes:—"I have examined pictures of other firms, but yours of the Extra Size are the clearest and most artistic of any I have seen."

No home—no school—can afford not to know these pictures.

Pictures in Colors. Birds, Animals, Minerals, Fruits, Etc. Portrayed in Natural Colors.

Beautiful pictures, on paper about 7 x 9 inches. Brighten your school-room with these pictures. Interest your pupils in birds and flowers. 312 subjects. Send 30 cents for either set, or 90 cents for the three sets. Every School—Every Home—should have a collection.

Order by set number.

SET 400

9010 Golden Oriole
9013 Red-headed Woodpecker
9016 American Robin
9019 Red-winged Black Bird
9021 Blue Bird
9025 Boholink
9029 Meadow Lark
9052 American Mocking Bird
9056 Baltimore Oriole
9058 Scarlet tanager
9092 Gold Finch

9112 English Sparrow
9124 Bob White
9284 Canary
9291 Red-tailed Hawk

SET 401

9007 Red Bird of Paradise
9022 Barn Swallow
9105 Wild Turkey
9173 Butterflies, First Series
9191 Gray Squirrel
9213 Silkworm
9248 Hyacinth

9266 Shells
9282 Tea
9287 Peach
9289 Narcissus
9292 Maryland Yellow Throat
9300 Black Squirrel
9302 Quince
9311 Licorice

SET 402

9015 King Parrot
9017 American Kingfisher

9024 Japan Pheasant
9057 Snowy Owl
9086 House Wren
9087 Phœbe
9200 Goldenrod
9212 Humming Bird
9222 Whippoorwill
9272 Beetles
9283 Towhee
9296 European Squirrel
9299 Yellow-headed Blackbird
9301 Weasel (Ermine)
9309 Mink

THE PERRY PICTURES COMPANY, Box 136, MALDEN, MASS. TREMONT TEMPLE, BOSTON. 76 FIFTH AVENUE, NEW YORK.

Send all mail orders to the Malden Office.

In dealing with advertisers please mention the North Carolina Journal of Education.

ANDREWS
SCHOOL FURNISHING
65 5th Ave., N.Y. **CO.**



To Repair Broken Articles use

Major's Cement

Remember
MAJOR'S RUBBER CEMENT
MAJOR'S LEATHER CEMENT

U-PI-DEE.

A new Co-ed has alighted in town,
U-pi-dee, U-pi-da!
In an up-to-datest tailor-made gown, U-pi-dee-i-da!
The boys are wild, and prex is, too,
You never saw such a hulla-ba-loo.
CHORUS.—U-pi-dee-i-dee-i-da! etc.

Her voice is clear as a soaring lark's,
And her wit is like those trolley-car sparks!
When 'cross a muddy street she flits,
The boys all have conniption fits!

The turn of her head turns all ours, too,
There's always a strife to sit in her pew;
'Tis enough to make a parson drunk,
To hear her sing old co-ca-che-lunk!

The above, and three other NEW verses to U-PI-DEE, and NEW WORDS, catchy, up-to-date, to many others of the popular OLD FAMILIAR TUNES; besides OLD FAVORITES; and also many NEW SONGS.

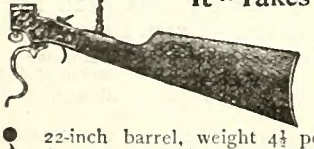
SONGS OF ALL THE COLLEGES.

Copyright, *Price, $1.50, postpaid.* 1900.

HINDS & NOBLE, Publishers, New York City.
Schoolbooks of all publishers at one store.

"STEVENS FAVORITE" RIFLE.

It "Takes Down."



22-inch barrel, weight 4½ pounds. Carefully bored and tested. For .22, .25 and .32 rim-fire cartridges.

No. 17.
Plain Open Sights, $6.00

No. 18.
Target Sights, $8.50

Ask your dealer for the "FAVORITE." If he doesn't keep it we will send, prepaid, on receipt of price.

Send stamp for complete catalogue showing our full line, with valuable information regarding rifles and ammunition in general.

J. STEVENS ARMS AND TOOL CO.
P. O. Box
CHICOPEE FALLS, MASS.

Summer of 1900 **Chicago Normal Summer School** Normal Park, Chicago.
Under the Auspices of CHICAGO BOARD OF EDUCATION.
THREE WEEKS Beginning Monday, July 2, and closing Friday, July 20. OPEN TO ALL
Faculty including the Heads of Departments in the Chicago Normal School.
FOURTEEN DEPARTMENTS. DAILY PRACTICE SCHOOL. Write for circular, addressing
DUDLEY GRANT HAYS, B 550 W. 60th Place, CHICAGO, Ill.

WEBSTER'S INTERNATIONAL DICTIONARY

WEBSTER'S INTERNATIONAL DICTIONARY

A Dictionary of ENGLISH, Biography, Geography, Fiction, etc.

What better investment could be made than in a copy of the International? This royal quarto volume is a vast storehouse of valuable information arranged in a convenient form for hand, eye, and mind. It is more widely used as standard authority than any other dictionary in the world. It should be in every household.

Also Webster's Collegiate Dictionary with a Scottish Glossary, etc. "First class in quality, second class in size."

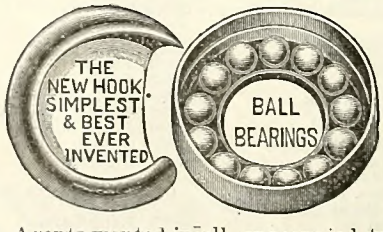
GET THE BEST

Specimen pages, etc., of both books sent on application.
G. & C. MERRIAM CO., Publishers, Springfield, Mass., U. S. A.

Wheeler & Wilson Sewing Machine.



Rotary Motion and Ball Bearings.



Agents wanted in all unoccupied territory.

WHEELER & WILSON MFG. CO.,
ATLANTA, GA.

Southern Railway

THE . . .
STANDARD RAILWAY OF THE SOUTH
The Direct Line to All Points.

TEXAS,
CALIFORNIA,
FLORIDA,
CUBA AND
PORTO RICO.

STRICTLY FIRST-CLASS Equipment on all Through and Local Trains; Pullman Palace Sleeping Cars on all Night Trains; Fast and Safe Schedules.

Travel by the Southern and you are assured a Safe, Comfortable and Expeditious Journey. . . .

APPLY TO TICKET AGENTS FOR TIME TABLES, RATES AND GENERAL INFORMATION, OR ADDRESS

R. L. VERNON, T.P.A., Charlotte, N. C.
F. P. DARBY, C.P. & T.A., Asheville, N. C.
No trouble to Answer Questions.

Frank S. Gannon, 3d V. P. & Gen. Man.
J. M. Culp, Traf. Man.
W. A. Turk, G. P. A.
WASHINGTON, D. C.

In dealing with advertisers please mention the North Carolina Journal of Education.

D. C. HEATH & COMPANY

SUPPLEMENTARY READING

GRADE I

Bass's The Beginner's Reader	$0 25
Badlam's Primer	25
Fuller's Illustrated Primer	25
Griel's Glimpses of Nature for Little Folks	30
Heart of Oak Readers, Book I	30

GRADE II

Warren's From September to June with Nature	35
Badlam's First Reader	30
Bass's Stories of Plant Life	25
Heart of Oak Readers, Book I	25
Bass's Stories of Animal Life	35
Wright's Nature Readers, No. 1	25

GRADE III

Heart of Oak Readers, Book II	35
Snedden's Docas, the Indian Boy	35
Wright's Nature Readers, No. 2	35
Miller's My Saturday Bird Class	25
Firth's Stories of Old Greece	30
Bass's Stories of Animal Life	35
Spear's Leaves and Flowers	25

GRADE IV

Heart of Oak Readers, Book III	45
Brown's Alice and Tom	40
Kupfer's Stories of Long Ago	35
Grinnel's Our Feathered Friends	30
Wright's Nature Readers, No. 3	50

GRADE V

Brown's Alice and Tom	$0 40
Bull's Fridtjof Nansen	30
Grinnel's Our Feathered Friends	30
Heart of Oak Readers, Book III	45
Wright's Nature Readers, No. 3	50
Kupfer's Stories of Long Ago	35

GRADE VI

Starr's American Indians	45
Bull's Fridtjof Nansen	30
Heart of Oak Readers, Book IV	55
Wright's Nature Readers, No. 4	60
Dole's The Young Citizen	45

GRADE VII

Dole's The Young Citizen	45
Starr's American Indians	45
Heart of Oak Readers, Book IV	55
Wright's Nature Readers, No. 4	60
Dole's The American Citizen	80

GRADES VIII. AND IX

Heart of Oak Readers, Book V	65
Heart of Oak Readers, Book VI	75
Dole's The American Citizen	80
Goldsmith's Vicar of Wakefield	50
Addison's Sir Roger de Coverley	40
George Eliot's Silas Marner	40
Cooper's Last of the Mohicans	50

THOMPSON'S NEW SHORT COURSE IN DRAWING

The Latest, the Most Practical, and Educationally the Best Series now offered for use in Schools.

DURING the past four years the sales of the Thompson Drawing Books have increased more rapidly than those of any other system. In the State of New York the Thompson series is more largely used than any other. The States of Virginia, Kansas, Idaho, and Nevada have recently adopted Thompson's Drawing for exclusive use in all the public schools.

WELLS'S MATHEMATICS

Wells's Essentials of Plane Geometry (New)
Wells's Essentials of Algebra (New)
Wells's Essentials of Solid Geometry (New)
Wells's New Higher Algebra (New)
Wells's New Plane and Spherical Trigonometry
Wells's Academic Algebra
Wells's Plane Trigonometry
Wells's College Algebra
Wells's Six-Place Logarithmic Tables (New)
Wells's Academic Arithmetic

Descriptive Circulars, Price Lists, and Catalogues mailed Free to any address on request.

D. C. HEATH & COMPANY,

BOSTON NEW YORK CHICAGO LONDON

In dealing with advertisers please mention the North Carolina Journal of Education.

North Carolina Teachers Assembly

Seventeenth Year.

12th to 17th June, 1900.

AN ATTRACTIVE PROGRAMME.

Living Subjects Discussed by Living Men.

Special Public School Day for County Superintendents and Their Work.

Visit of DR. J. L. M. CURRY, General Agent Peabody Fund,
and a Special Address by him to the Assembly.

THE ADVISABILITY OF COMPULSORY EDUCATION IN NORTH CAROLINA WILL BE DISCUSSED.

ON TO MOREHEAD!

Make your arrangements to spend a few days for both profit and pleasure at the Assembly this year.

No teacher can afford to miss the gathering of teachers this year. It will give new life, new zeal, and greater aspirations for the important work in the future.

Railroads have given us **one fare rates, plus the two dollars membership fee** of the Assembly. Good board will be secured at **one dollar per day.**

This will be a great year for State Political Gatherings.

Let us also make it a **memorable year for a great Educational Gathering.** Remember this will be the last Annual Teachers' Assembly of the 19th Century. Let us make it one worthy of the time in which we live.

For information write

Prof. D. Matt Thompson, President, Statesville, N. C.,
or **C. H. Mebane, Sec. and Treas.,** Raleigh, N. C.

School Book Talk

The Carnefix Practical Sight-Word Reading Chart and Phonic Exercise.

is acknowledged by experts to be the best; adopted by the United States Government for Peurto Rican schools over all competitors; used for beginners in English in every quarter of the globe.

Johnson's Speller

marks a new era in teaching the correct foundation principles of good spelling.

Some of the most progressive and successfnl educators in America pronounce the **Johnson Readers** to be superior to any others on the market. Carefully edited by teachers whose lives have been devoted to educational work. Beautifully illustrated, well printed, artistically and substantially bound.

Lee's Histories

are wonderfully interesting books. The author has a happy faculty of writing history so as to make it exceedingly interesting as well as instructive.

If you are not acquainted with **Johnson's Writing Books, Grammars, Arithmetics, etc., etc.,** you are just a little bit behind the times.

FREE "The Revival of Interest in Southern Letters," by Charles W. Kent; "A National Crime at the Feet of American Parents," by Edward Bok, and "Tripartite Education," an address delivered by B. F. Johnson before the Southern Educational Association at Memphis, December, 1899.

Address:

B. F. Johnson Publishing Co.,

901-903-905 East Main St., Richmond, Virginia, U. S. A.

Normal and Collegiate Institute,

Asheville, N. C.

Under care of Northern Presbyterian Church, second term opening February 1st, 1900.

Offers to young women four thorough courses of study,

Under fifteen teachers and officers who are experts.

Site unrivaled for healthfulness and beauty.

State exempts graduates from Teacher's Examinations.

Board and Tuition $100 per year, or $50 per term or half year.

For catalogue, address

Rev. Thomas Lawrence, D. D.

Guilford College,

5 LARGE BUILDINGS.

Total Expenses for year, $133; can be easily reduced to $90.

L. L. HOBBS, President.

For Catalogue address,
GEO. W. WHITE, Treas.,
Guilford College, N. C.

WE WANT TO BUY



SOME COPIES OF

Wheeler's, Martin's, Caruther's and Williamson's Histories of North Carolina, Foote's Sketches of North Carolina, Hunter's Sketches of Western North Carolina and Heart of the Alleghanys.

There are many of these books thrown around in the homes in North Carolina that are worth more to us than to the owners. We shall be glad to have prices on any of them.

ALFRED WILLIAMS & CO.,

PUBLISHERS AND BOOKSELLERS, RALEIGH, N. C.

THE FISK TEACHERS AGENCIES.

Southern Office,

1505 Pennsylvania Avenue,

Washington, D. C.

Other offices in Boston, New York, Chicago, Minneapolis, Denver, San Francisco, Los Angeles, and Toronto, Canada.

Send for manual.

Cornell University

Summer School,

July 5 to August 16, 1900.

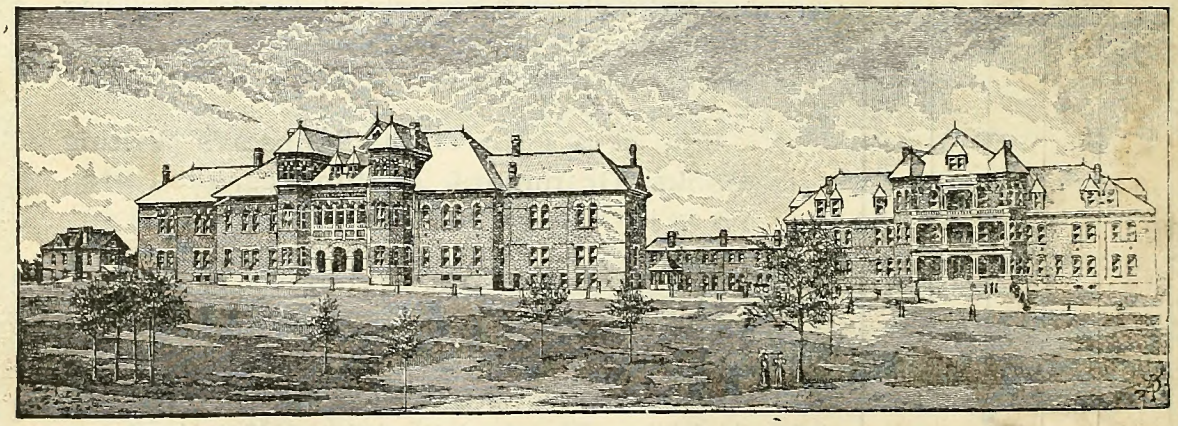
Fifty-two Professors and Instructors give a total of eighty-three courses.

The instruction is suited to High School and other teachers, and to Professors, graduates and undergraduates of Colleges.

A single tuition fee of $25 for the entire Summer Session is charged.

Ithaca summer temperature is but little higher than that experienced at Saranac Lake and Lake George.

For full announcement and book of views, address, THE REGISTRAR,
Cornell University, Ithaca, N. Y.



THE NORTH CAROLINA STATE NORMAL AND INDUSTRIAL COLLEGE

Offers this year a special course for teachers of this state, beginning Tuesday, May 1st, and continuing until Commencement, June 20th. Special arrangements will be made for work and observation in the Practice School connected with the College for the study of the theory and practice of teaching, and for the review of subjects taught in the public schools of the state.

The expense for the course, including board, laundry, and fees for the use of text-books, registration, Library, etc., will amount to $25.00.

For further information address,

PRESIDENT McIVER,

Greensboro, N. C.

NORTH CAROLINA

Journal of Education.

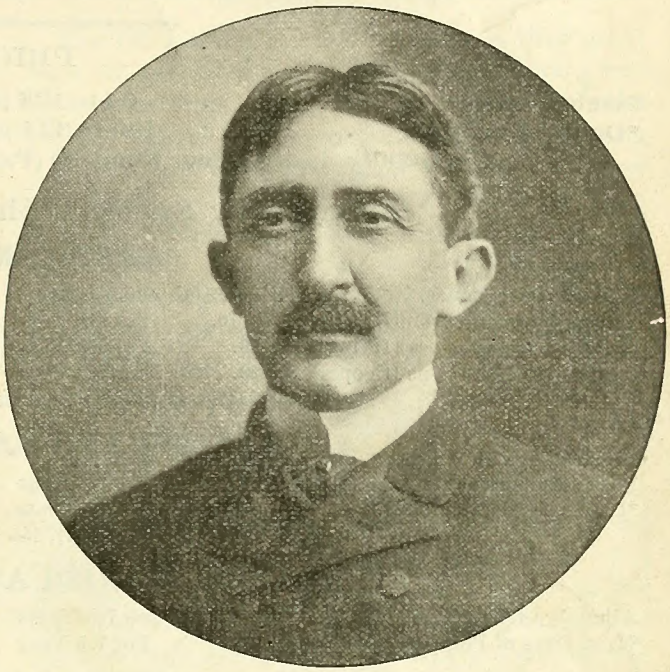
VOL. III. GREENSBORO, N. C., JUNE, 1900. NUMBER 11.

Four Things To Do.

DR. EDWIN ANDERSON ALDERMAN, PRESIDENT OF THE UNIVERSITY OF NORTH CAROLINA.

A democracy is the highest expression of the evolution of forms of government, and the education of the whole people is the finest expression of the purpose of a democracy. It is like-wise the supremest need. Democracy is to prove its right to exist as the ultimate form of government. That the child has a right to be educated, so far as it seems best to the State, and that it is the State's duty to guard and maintain that right, is now, in North Carolina, an axiom in public policy. Fifteen years ago this was a proposition to be debated, but today it is a truism and measures the growth of the public conscience and the sweep of public vision during that period of time. The Church approves it, the statesman proclaims it, the rich man sees its force in society, the poor man thanks God for it. Sophisms and doctrinaire theories have at last fallen away at the touch of it, and the new century begins with the people of this State asking this plain question; how shall we build a worthy system of public education? We have struggled with the question for sixty years against the mighty odds of slavery, poverty, and racial entanglement. It is nice work for democracies at best. Let us make no patch work job of it now. The hour has come to set our hands to large policies and enduring systems. Men speak of primary, secondary and higher education. These are mere names for processes that merge and are one.

The first thing to do is to recognize that the unity of the whole is simply an agent to make society better and fitter and abler to create, to live and to become wider and nobler. Primary education is necessary and good. Secondary education is necessary and better, and higher education is necessary and best. The State that lets the grass grow in the path between the school house and the University misses the deepest point of education. Higher education is the dynamo. Primary schools are the single lamps. The dynamo sends the vital current to glow in a thousand shining threads, and millions of men walk in straighter paths under the blessed light.



EDWIN ANDERSON ALDERMAN.
PRESIDENT OF THE TULANE UNIVERSITY OF LOUISIANA; RECENT PRESIDENT OF THE UNIVERSITY OF NORTH CAROLINA.

The second thing is, to recognize that educational policies require deft and scientific construction and application. The educational stateman has become a necessity. Constitutions are not made nor codes of law upbuilded by lay men, but by men who know the story of human achievment in law and government. Thomas Jefferson knew this, and therefore he studied education as he studied political philosophy. Archibald Murphy knew this, and he went about his celebrated report in that knowledge. May the Governor of North Carolina and our lawmakers know this as well, and appoint a commission of wise, learned and discreet men who shall be given time and power to digest the great problem, to the end that something enduring may be brought to pass. Nothing enduring is likely to be brought to pass in the fierce activities of a too short legislative session.

Concluded on 3rd page.

STANDARD LITERATURE SERIES

For Supplementary Reading and School Libraries.

SKILFUL EDITING. CLEAR PRESSWOK. TASTEFUL BINDING.

PRICES.

		Stiff Olive Paper Sides	Cloth.
Single numbers,	64 to 128 pages,	12½ Cents.	20 Cents.
*Double Numbers,	150 to 224 pages,	20 Cents.	30 Cents.

Yearly Subscription: Four Numbers (Paper-bound Edition), 60 Cents Postpaid.

Arranged by Subjects, Showing Grading by Years.

AMERICAN HISTORY.

*Deerslayer (Cooper) No. 8, For 5th and 6th Years
*Horse-Shoe Robinson (Kennedy) No. 10, For 6th Year
Knickerbocker Stories (Irving), No. 23, For 7th Year
*Last of the Mohicans (Cooper) No. 29, For 7th Year
*Pilot (Cooper), No 2, For 6th and 7th Years
Spy (Cooper), No. 1, For 6th and 7th Years
*Water-Witch (Cooper), No. 27, For 7th Year
*Westward Ho! (Kingsley), No. 33, For 7th and 8th Years
*Yemassee (Simms), No. 32, For 7th and 8th Years.

ENGLISH AND SCOTTISH HISTORY.

*Harold (Bulwer-Lytton), No. 12, For 8th Year
*Ivanhoe (Scott), No. 24, For 6th and 7th Years
Rob Roy (Scott), No. 3, For 6th and 7th Years
Tales of A Grandfather (Scott) No. 28, For 6th Year
*Kenilworth (Scott), No. 7, For 6th and 7th Years.

FRENCH, SPANISH AND ROMAN HISTORY.

Alhambra (Irving), No. 4), For 6th and 7th Years
*Last Days of Pompeii (Lyttou), No 38, For 7th Year
*Ninety-Three (Hugo) No. 18, For 7th Year
*Peasant and Prince (Martineau), No. 41, For 6th Year

FOR PRIMARY GRADES.

Fairy Tales (For Second School Year) No. 39, For 2d Year
Robinson Crusoe (De Foe) No. 25, For 3d and 4th Years
Swiss Family Robinson (Wyss) No. 35, For 4th Year
Wonder Book (Hawthorne) No. 16, (4 stories), For 4th Year

FOR INTERMEDIATE AND GRAMMAR GRADES.

*Black Beauty (Sewall), No. 31, For 5th and 6th Years
Christmas Stories (Dickens), No. 5, For 5th and 6th Years
Gulliver's Travels (Swift), No. 13, For 6th and 7th Years
Little Nell (Dickens) No. 22. For 6th and 7th Years
Paul Dombey (Dickens) No. 14, For 6th and 7th Years
Pilgrim's Progress (Bunyan) No. 30, For 5th year
*Round the World in 80 Days (Verne), No. 34, For 5th Year
Twice Told Tales (Hawthorne), No. 15, For 7th Year
*Two Years Before the Mast (Dana), No. 19, For 6th Year
Snow Image (Hawthorne), No. 20, For 5th Year

FOR CRITICAL STUDY OF ENGLISH

IN GRAMMAR AND HIGH SCHOOLS.

*David Copperfield's Childhood (Dickens) No. 36, Complete
Enoch Arden and Other Poems (Tennyson) No. 6, Full Text
Evangeline (Longfellow) No. 21, Full Text
*Song of Hiawatha (Longfellow), No 37, Full Text
Lay of the Last Minstrel (Scott) No. 40, Full Text
*Lady of the Lake (Scott), No 9, Full Text
Prisoner of Chilon and Other Poems (Byron), No. 11,
Sketch Book (Irving), No. 17, Eight Complete Selections.
*Five Great Authors, No. 42, (Irving, Hawthorne, Scott, Dickens, Hugo), Each Selection Complete
*Poems of Knightly Adventure, No. 26 (Tenuyson, Arnold, Macaulay, Lowell), Each Selection Complete
*Silas Marner (George Elliot), No. 43, Complete

Other books in preparation. Correspondence invited.

UNIVERSITY PUBLISHING COMPANY,

43-47 East Tenth Street, New York.

In dealing with advertisers please mention the North Carolina Journal of Education.

North Carolina Journal of Education.

Devoted to Education in North Carolina and the South.

VOLUME III. JUNE, 1900. NUMBER 11.

North Carolina Journal of Education.

Entered as Second-Class Matter at the Post Office at Greensboro, North Carolina.

EDITOR: PHILANDER P. CLAXTON, Professor Pedagogy State Normal and Industrial College.

BURINESS MANAGER: T. GILBERT PEARSON, Professor of Biology and Geology, Guilford College.

Published monthly at Greensboro, N. C.
SUBSCRIPTION, $1.00; SINGLE NUMBERS, 10 CENTS.
In ordering paper give name, postoffice, county and state.
Remittances should be made by money order, express order or bank draft, payable to North Carolina Journal of Education,
Personal checks should not be sent for sums less than $1.00. Stamps, one and two cents, taken for $1.00 or less.
Please notify us at once of any change of address, giving both your old and your new address. Always give Postoffice, county and state.
Address NORTH CAROLINA JOURNAL OF EDUCATION. Greensboro, N. C.

Because of the change in the business management of this journal, it becomes especially desirable to close at once all outstanding accounts with subscribers. Therefore all delinquent subscribers are requested to remit without delay for all back subscriptions. The amount due is indicated on the bill enclosed in this number.

Owing to the increase in the cost of paper and all printing material it is necessary to adhere strictly to the published price, $1.00 a year, except when subscriptions are given with large clubs. It will be the purpose of the management to make the paper worth many times the subscription price. Write us for club discounts.

Respectfully,

T. GILBERT PEARSON.

We note with pleasure the growth of the Asheville Summer School and Conservatory. The announcement for the third session, July 2 to Aug. 25, shows full courses in music, painting, drawing, designing, pedagogy, language, expression, physical culture, stenography and typewriting, photography, hygiene. Every one knows of the delightful summer climate of Asheville, and the well-earned reputation of this school will bring to it a larger number of teachers than ever before.

Four Things to Do.

Continued from 1st page.

The third thing to take to heart is that great ends are accomplished by great means, that great results flow from great sacrifices. A four months primary school for the children of North Carolina is a pitiful and inadequate ideal. The expenditure of sixty thousand dollars annually in North Carolina for higher education is a pitiful and inadequate ideal. A nine months school in the one direction and an expenditure of $150,000 annually in the other are necessary before great and splendid results can come. We can do this in North Carolina. It may mean some temporary sacrifice like unto that which a mother makes while her boys and girls rise into trained manhood and womanhood. As a stunting inheritance from war and its deprivations, we have grown used to the employment of small means for great ends. But the day of large things has come. States to the North of us and States to the South of us feel it in the bone and marrow of their lives and are shaping it into laws. North Carolina cannot afford to lag, and she will not lag.

The fourth thing to recognize is that this dear, dignified, self-contained Commonwealth does not move quickly, but does move, when aroused, with a certain grand, onward steadfastness. The thing to do is to arouse North Carolina and make her feel things in heart and nerve and blood. Then she will act, and never re-act. The old State, when truly moved, has a majestic way of whirling in and staying in to the finish. Charles B. Aycock is doing this service for North Carolina on the hustings today, and the University crowns him for his pioneer spirit. Our people will still submit to be talked to, and a thousand men must talk to them in every county to bring forth these desired results. It has seemed to me to be my duty to set my hand to work elsewhere in this Southern land. I go to wide and honorable labor, I believe, but the fine impulses of my heart and brain shall always stretch their hands hitherward in desire to help and upbuild. My first vote was for public education. My first speech was for public education. My last word shall be for public education, and my last

wish, the wish that God may put it into the brain and purpose of the people of my native State, so fit and capable and beautiful for training the people whom I have served and whose love and confidence I have tested, to see to it that their children shall have as large an opportunity for self-development as the children of any other American community.

N. E. A.

Never before has the National Educational Association, the largest and most important gathering of teachers in the world, met at a point so near to the teachers of the Carolinas, and thousands of teachers should take advantage of this opportunity to meet the leading teachers of America and to hear the discussions on the most important and most vital educational questions of the day. For teachers who have never visited Charleston the trip itself, with the opportunity to visit Fort Sumter, the Jetties, Sullivan's Island, Fort Moultrie, the Isle of Palms, Summerville, the tea farm, the phosphate mines, etc., will be worth more than the cost.

The railroads will make a one-fare rate (with $2.00 coupon for membership fee). Hotels, boarding houses and private homes offer accommodations at reasonable rates. See condensed programme elsewhere.

The Southern General Assembly of the Presbyterian Church is undertaking to raise $1,000,000 as a twentieth century fund for the establishment and endowment of educational institutions. This is another indication of the revival of interest in education in the South. The great movement of the twentieth century is to be one for the full and complete education of all the people, and organizations of every kind will vie with each other in their efforts to do the most and best in this direction.

Through the generosity of C. G. Wright, one of the most enthusiastic advocates of public education in North Carolina, the room occupied by the library of the Greensboro public schools has been tastefully papered and otherwise fitted up for this use. It is now a beautiful and attractive room, such as all the rooms in a public school building should be.

We have just received from the B. F. Johnson Publishing Company a set of Fraction Charts, by M. C. S. Noble, professor of Pedagogy, University of North Carolina. The charts are so arranged and printed as to afford the greatest help in presenting this subject in a concrete way, and the teacher who will use the three charts of the set as suggested by the author will find them an invaluable aid. A description of the charts is not necessary here, since the matter of them was published in recent numbers of this journal.

We believe nothing else so helpful to the teacher of this difficult part of arithmetic has yet been published, and we shall expect to see them in general use in the school-rooms everywhere.

In a letter to County Superintendents and School Directors, urging them to have county institutes held as provided by law, Supt. Mebane well says that in each county an "institute once a year ought to be an established fact." No better use can be made of the small amount of money necessary to pay expenses.

Washington and Lee's Good Luck.

Washington and Lee University has just received from the estate of Prof. Vincent L. Bradford, Philadelphia, $100,000, a law library of 1,000 volumes or more, with an annuity of $400 for maintenance, and a very valuable collection of oil paintings. with an annuity of $500 for the care and maintenance of the gallery.

City and State, a weekly journal published in Philadelphia, has undertaken to raise $100,000 to add to the endowment of this institution. The aim is to have this amount in hand ready to turn over to the university as a Christmas present next Christmas.

Compulsory School Attendance.

The sentiment for compulsory school attendance is growing rapidly in North Carolina, and the General Assembly will be asked at its next session to enact some attendance law. The extent to which this sentiment has already grown is indicated by the fact, that, of 691 farmers, manufacturers and laborers replying to a recent circular letter of inquiry sent out by the Commissioner of Labor, 564 favor some form of compulsory school attendance. Ten years ago this 82 per cent. would have opposed any form of compulsion.

Every teacher and every one who loves his State should work to this end. It may be new

question for us here in North Carolina, but it does not come to us as an untried experiment. The results in dozens of countries and states, in many of which school attendance has been compulsory for fifty years or more, prove conclusively the soundness and practicability of the principle.

A list published in the February, '99, number of this journal shows that 32 states of the union, containing 64 per cent. of our entire population, have laws compelling school attendance from eight to thirty weeks each year for an average period of eight years; while Italy, Switzerland, Austria-Hungary, France, all the German and Scandinavian states, England, Scotland, British America, and nearly all the English colonies, require from four to ten months each year for a like period. These states and countries contain a total population of 253 millions,—80 per cent. of all the people we call progressive, and more than half of all that are called enlightened. What these 253 millions of the most progressive people of the modern world have found wise and helpful, will probably not prove otherwise for the two millions of North Carolina. We believe no state having once tried the plan of putting all her children in school has abandoned it.

At least one thing is certain: seventy-day schools with an average attendance of only one-third the school population will never educate the people. Something must be done, and it is diffiult to imagine a remedy worse than this disease.

Probably the information contained in Mr. Dickerman's article on the Daniel Hand Fund will be as new to most of the readers of this journal as it was to the editor a few weeks ago when he met Mr. Dickerman and heard of this fund for the first time. Isn't it strange that a fund almost as large as the productive part of the Peabody Fund should not even have been heard of among us? And stranger still when it is remembered that it was given by a man who spent a good part of his life in the South, making his fortune here.

The suggestion that the advice of Southern educators should be sought in the expenditure of the proceeds of this fund is worthy of consideration. What a vast amount of good might be accomplished by the thousands of dollars derived annually from the fund, if it were judiciously used to stimulate communities of colored people to greater exertions for self-help and for the elementary and industrial education of colored children in the villages and country districts, where the schools have less money than in the towns and cities! A few dollars given annually to each of a thousand such communities on condition that two should be raised locally for each dollar given would soon build up a thousand self-supporting schools, to continue unaided while a thousand other communities were being helped and stimulated.

$25 in Prizes.

President Geo. T. Winston, of the North Carolina College of Agricultural and Mechanic Arts, offers a prize of $15 to the teacher or pupil in North Carolina who shall write the best criticism of the Introduction of Peele's "Lives of Distinguished North Carolinians," and also a prize of $10 to any teacher or pupil who shall select, adopt or compose the best declamation on any of the "Distinguished North Carolinians" whose lives are sketched in this book, using the matter contained in the Lives. The competition, which is not open to teachers and students in institutions conferring degrees, will close June 1, 1901.

The plan of a county teachers' institute adopted by Superintendent Venable, of Buncombe, should be put into operation in every county in which there is a city or town with graded schools.

On Monday evening, April 30, Miss Irene McLoud, one of the teachers of the first grade in the Asheville schools, lectured on first grade work as it is done in these schools, telling what is done, why it is done, and how it is done. On the next day the teachers attending the institute visited the first grade rooms and observed the work done, asking such questions as they chose. On Tuesday afternoon Miss Bernard, another first grade teacher, lectured, and then another day was spent observing the work of this grade. This programme was continued every day for two weeks, two lectures and two days of observation being given to each grade from the first to the fourth. In the evenings Superintendents Venable and Eggleston, Principal Tighe and others discussed important school topics. County teachers, city teachers and school officers were all pleased with the results. This should indeed be an improvement over thirty hours of talk by one man in a hot court-house.

Trinity College is collecting a very full and valuable library of early English Literature.

Again has a board of trustees shown its wisdom and the strength of the new ideal in education by electing to the presidency of the University of North Carolina a professional teacher, one whose life-work has been in the schools. It is now established in North Carolina that teaching is a profession, that college presidencies are, primarily, places of labor and trust requiring broad knowledge and high professional skill, that whatever honor and emolument may attach to them belong by right to those who have shown themselves worthy by their labors as teachers rather than in other walks of life. The election of Francis Preston Venable seems to us eminently wise. Scholarly, progressive, in sympathy with the best in modern educational thought, in the full vigor of manhood, thoroughly identified with the University, Dr. Venable will no doubt do it good service in his new relation as he has ever done in the old.

Every teacher in the state should write a letter to his or her representatives in the legislature asking them to vote for the passage of the bill providing for the establishment of the Vance textile school. If we are to become a cotton-manufacturing state, such a school will be worth to us many times its cost. Write at once.

St. Mary's College, burned May 19, will be rebuilt at once. The loss is estimated at $100,000, with only $15,000 insurance. Not only Catholics, but friends of education in all denominations, should respond liberally to the appeals for help made by the college.

The Hemenway School, Wilmington, recently celebrated "Carolina Day," the entire programme having reference to North Carolina. It is proposed to repeat this annually. A most excellent idea, and worthy of adoption in every school in the State.

If plans now being matured do not fail, the South may soon have one of the largest and best equipped technological schools in the world. We hope to be able to give more information about these plans later.

The entertainment given by the children of the Statesville graded schools netted nearly $100, which will be used in buying books for the school library.

Wake Forest College will have its gymnasium fully equipped for next session.

It is pleasing to note that several graduating classes will this year have made valuable gifts to their schools. At Red Springs Seminary the graduating class donated $1,500 towards a new building; at the University a cast of the Venus de Milo; at Asheville the class graduating from the public high school presented the school with a heroic cast of Minerva.

At its next meeting, the school board of Charlotte will probably add drawing to the course of study in the Charlotte public schools and elect a special teacher and director to supervise this work.

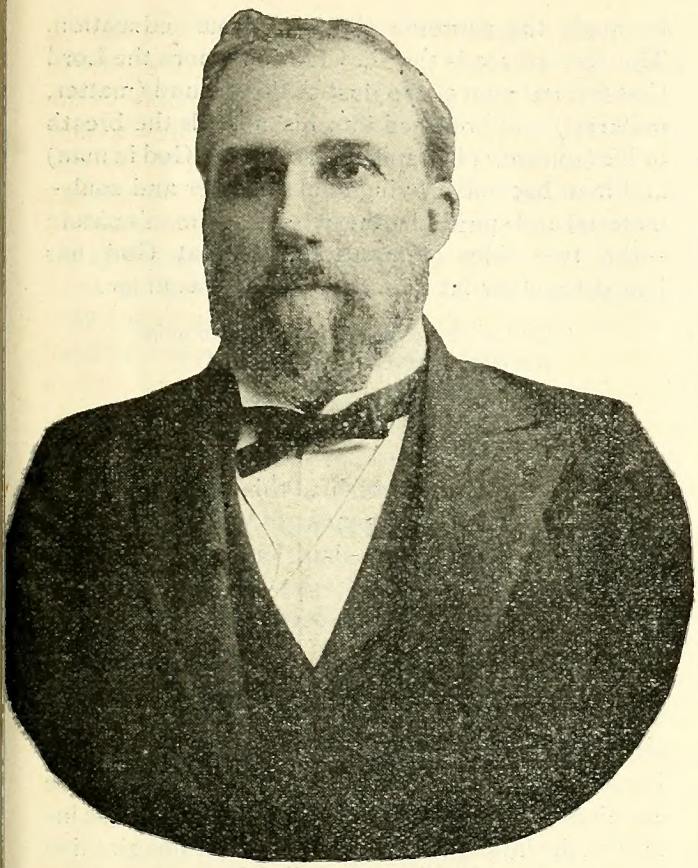
More interest is shown in public high schools in our cities than ever before. At some places courses of study are being remodeled, enriched and extended; in others separate high school buildings are being planned—all of which we like to hear.

George Watts, Esq., of Durham, N. C., has just given $35,000 to Union Theological Seminary at Richmond, Va. B. F. Duke has just given Trinity College a library building to cost about $30,000 and to be erected at once. The spirit of giving for education is growing among us.

Messrs. Anderson and Mitchell, principals and founders of the Asheville School, four miles west of Asheville, intend to make it in every way an ideal preparatory school, fitting boys for any of the Northern colleges.. The grounds include more than 400 acres, and the buildings are to be substantial and of pleasing architecture. The fee for living and tuition will be $600 a year.

It would be difficult to find more beautiful school-rooms than those of the public schools of Asheville. Large, high-pitched, well lighted, tinted walls, pictures and statuary tastefully disposed in rooms and halls, these school buildings are suitable homes for the children during school hours. Pictures and statuary to the value of more than $500 have been added since last fall. Nor has less attention been given to health and comfort. Heating, ventillation, cloak-rooms, umbrella-stands, water, closets and other necessities and conveniences have received attention. The result is the people are beginning to be proud of their school houses and are willing to do all that is needful.

Fayetteville is taking steps to increase her public school fund and facilities.



D. MATT. THOMPSON.
PRESIDENT NORTH CAROLINA TEACHERS' ASSEMBLY: SUPERINTENDENT STATESVILLE CITY SCHOOLS.

Seventeenth Annnal Session of the North Carolina Teachers' Assembly, Morehead City, June 12-17, 1900.

ORGANIZATION FOR 1900.

President—D. Matt. Thompson, Superintendent Statesville City Schools.

Secretary and Treasurer—C. H. Mebane, Superintendent of Public Instruction.

Vice-Presidents—

J. Allen Holt, Oak Ridge Institute.
J. P. Hobgood, Oxford Female Seminary.
J. Henry Joyner, Whitsett Institute.
Miss Mary J. Arrington, Rocky Mount.
Thos. P. Harrison, Davidson College.
J. C. Horner, Horner Military School.
J. R. Bridges, Presbyterian College for Women.
W. D. Wike, Cullowhee High School.
J. B. Carlyle, Wake Forest College.

Executive Committee—

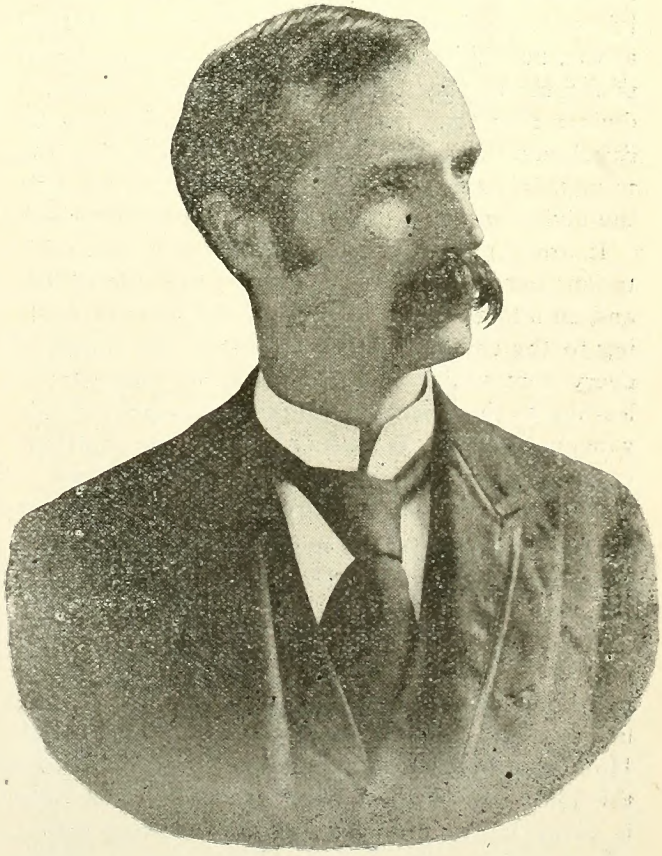
President (ex officio), D. Matt. Thompson.
Vice-President (ex officio), J. Allen Holt.
Sec. and Treas. (ex officio), C. H. Mebane.
W. T. Whitsett, Whitsett Institute.
R. L. Madison, Cullowhee High School.
J. Y. Joyner, State Normal College.
Jas. W. Hays, County Superintendent Wilson County.
J. I. Foust, Superintendent Goldsboro City Schools.
J. B. Carlyle, Wake Forest College.

One fare for round trip on all railroads in the state. Membership fee of $2.00 will be collected by agents selling tickets, $1.00 of which will be refunded to female members at Morehead City.

This is the best opportunity of the year for recreation and profit combined. All teachers who can possibly do so should take advantage of it. For programme, see the April-May JOURNAL.

Returning, teachers may stop over at Chapel Hill for summer school, or at Greensboro for commencement of State Normal and Industrial College, June 17-20.

In education intellectual, moral, religious, or any other kind, high or low it is not that which shows how to save or make money that counts, but solely that which shows how to save and make men.—*City and State.*



C. H. MEBANE.
SECRETARY NORTH CARCLINA TEACHERS' ASSEMBLY: STATE SUPERINTENDENT OF PUBLIC INSTRUCTION OF NORTH CAROLINA.

Material and Spiritual.

PROF. J. Y. JOYNER, STATE NORMAL AND INDUSTRIAL COLLEGE GREENSBORO, N. C.

Every observant person must have noticed with some concern the prevailing materialistic and utilitarian tendencies of our age. In no other land are these tendencies stronger or more marked than in our own. Here in this new world there was so much to be done, so many material resources to be developed, so many material obstacles to be surmounted, so many physical and natural forces to be subdued, or harnessed and utilized, forests to be felled, mountains to be mined and tunneled, prairies and wildernesses to be transformed into arable fields and smiling homes, cities to be built, railroads to be constructed—in a word, the multidinous herculean practical tasks incident to the building of a mighty nation amid the wilds of a new world, that America's first nnd loudest call was for the man who could do something, for what the world pleases to term the practical man. Not unnaturally, then, in our life and in our education we have laid such emphasis upon the practical, the materialistic, the utilitarian, that we are in danger, I fear, of forgetting that there is another side of life, a diviner side, that needs to be emphasized, to be developed with this as its counterpart, that the proper adjustment of all life may be preserved, that the divine harmony of all life may not be disturbed.

It would not undervalue the practical, the utilitarian; but an undue exaltation of this side of life, and an undue undervaluation of the other is leading to the chaining down of most of the minds of every community to low, perishable interests; is leading to the setting up of false standards of advancement in life; is leading to an undue multiplication of mammon worshipers and time servers.

Over the idea that it is great to know and great to do, should preside, in our life and in our education, the grander idea that it is greater to be. Over the idea that it is important to clothe the back and feed and warm the body and keep caste in society, should preside the grander idea that it is more important to develop the eternal, the divine, in man,—the jewel without price, the personal soul. How beautifully has the inimitable Ruskin expressed this lofty ideal in these poetical words: "He only is advancing in life whose heart is growing softer, whose brain quicker, whose blood warmer, whose spirit is entering into everlasting peace."

This is the sort of advancement in life that should be made the supreme aim of all our education. The Record reads that in Creation's morn the Lord God formed man of the dust of the ground (matter, material) and breathed into his nostrils the breath of life (spirare, spirit, spiritual, breath of God in man) and man became a living soul. Matter and soul—material and spiritual—the two sides of man's nature—the two sides of man's life! What God has joined together let man dare not put asunder.

> "Let knowledge grow from more to more
> But more of reverence in us dwell,
> That mind and soul, according well,
> May make one music as before
> But vaster."

It is this other side of life, this diviner side of man's nature the development of which I desire to emphasize. What name shall I give to it? There is no other word that half so well describes it as the word spiritual, which seems divinely coined for it.

By spiritual I would have you understand then much more than is usually included in the restricted religious or doctrinal application of the word. I would have you understand it as including the emotional, the susceptible, the sympathetic, the intuitive, the intangible, the aesthetic, the imaginative—all that is likest God in man—the breath of the God-life that was breathed into man's nostrils at his creation.

They tell us that we of this sunny Southland, in the twilight of this closing century, are standing at the dawn of an era of marvellous material and industrial development. I believe it. I hail with joy its coming. I bid god-speed to every sort of education that will hasten it. It means wealth, it means power to the land of our birth, the land of our love. But I would not have us forget, in our mad pursuit of this, that there is another sort of progress that we must seek through another sort of education. Along with progress in money must go progress in men; along with progress in plenty must go progress in peace; along with progress in luxury must go progress in life. In the dazzling light of this material development we, of the New Industrial South, must not forget

> "How wide the limits stand
> Between a splendid and a happy land."

Man can not live without bread, nor can he live by bread alone.

> "Tis life for which we pant;
> More life and fuller that we want."

We want the education that will give the knowledge and develop the power to utilize our vast material resources and create wealth; but we must never neglect the education that will develop the power to use wealth, to enjoy what wealth can give, and to enjoy what God has given without wealth. For in material wealth the few alone may hope to be rich, the many must still be poor; but in the deathless riches of mind and soul—of life—that education can give, the many may be rich, the few alone need remain poor.

"Who loves not knowledge? Who shall rail
At her beauty? May she mix
With men and prosper! Who shall fix
Her pillars? Let her work prevail.

But on her forehead sits a fire:
She sets her forward countenance
And leaps into the future chance,
Submitting all things to desire.

Half grown as yet, a child, and vain,
She can not fight the fear of death.
What is she, cut from love and faith,
But some wild Pallas from the brain

Of Demons, fiery hot to burst
All barriers in the onward race
For power? Let her know her place:
She is the second, not the first.

A higher hand must make her mild,
If all be not in vain; and guide
Her footsteps, moving side by side
With wisdom, like the younger child."

In the development of the aesthetic, the inaginative, the emotional—in a word the spiritual—must be found the higher hand that shall make the other mild, if all be not in vain.

The Broader Education.

SUPERINTENDENT E. P. MANGUM, WILSON PUBLIC SCHOOLS.

With all the advances that have been made along educational lines, there is still a mistaken idea, on the part of many teachers and parents, as to what is meant by the education of a child.

The mental, moral and physical powers that go to make up a human being must receive,each in its due proportion, the traning necesary to develop fully its nature. Any system of education that overlooks either one of these sides of the triangular nature of man is a deficient system, and can not accomplish the best results.

The responsibility for the full and proper development of this three-sided nature rests chiefly upon the parent and the teacher, and yet the influence of the many associations, both public and private, to which the child is daily and almost hourly subjected, can not be lightly passed by. The formation of habits of life and action do not, as a rule, receive the attention that is necessary for the best results. Character is made up of many factors, and too often it is the case that those factors that are having the most weight in molding character receive the least attention from those whose duty it is to guide the child and direct him in the ways of life.

The teacher receives the child under his charge, and, if he is a true teacher, recognizes at once the great responsibility that is placed upon him. He knows that he has the power to develop not only the mental powers, but also the moral and physical powers of his pupil, and every effort is put forth to accomplish his aim. A true teacher will always keep his ideal before him and bend every energy to its realization. If he does not do this, his work will be a failure from the very beginning, for aimless work is labor thrown away. The teacher knows that there is much more before him than the mere teaching of the text-book and all that pertains thereto. He knows the silent influence of his personality upon the natue with which he daily comes in contact, and must be ever watchful and careful of every work and act of his life, both in and out of the school-room. He knows that the chief strength of the greatest teachers of all ages lay not in the extent of their erudition, great though it may have been; but in that indefinable something which flows as a vital current between teacher and pupil, and is a blessing or a curse to the pupil according to the ideal which is the guiding star of that teacher's life. The character of the teacher's work is determined by the ideas that he has of that work, and the results will never be any higher than these ideas.

If we can awaken in our pupils the fires of manhood and womanhood, then have we opened the gates to all that is best and noblest in life, and progress in other matters will come as a matter of necessity.

As a rule, the child is turned over to the teacher for all instruction in all things, and the teacher is held responsible for the development of the child along all lines, and is often made to feel that he alone is responsible. The burden of education must of necessity, I suppose, rest forever upon the teacher, and yet there is another side to the matter that receives far too little attention, and is even more

far-reaching in its influence than all the efforts of the most conscientious teacher. This is the influence of the home in all that it means as it touches the character of the child. Respect for authority, obedience to law and regulations, the realization of individual duty as well as individual rights, regular and prompt attention to the little affairs of home , in short, a training in all the elements of education that are found ouside of the ordinary text-book, is as much a part of the home as of the school. The work of the teacher is absolutely of no avail without the most earnest and constant assistances of the parent along these lines. We can never hope to see our schools doing their full work until we see parents upholding the position of the true teacher in the fullest sense of the word.

Yet the teacher must realize that he has before him this fight for life, and that he must carry it on almost alone. Hence the necessity that he keep before him the highest conception of the character and the extent of his labors, watching, if posible, more carefully the silent and unconscious education that he is giving, than he does that which is guided by the books that he uses. The moral education is, after all, that which is to determine the character of the works that we have done, and he who labors with great ideals before him benefits and elevats himself while helping others.

Vienna as a Type City.

F. P. GULLIVER, ST. MARK'S SCHOOL, SOUTHBORO, MASS., [IN JOURNAL OF SCHOOL GEOGRAPHY.]

Where the folding and uplift of the Alps decrease toward the east, and where the Carpathian mountains die out toward the west, there is found a sag in that great mountain chain, which forms the natural boundary between northern and southern Europe. This sag is the best line of communication between north and south that exists from central Russia on the northeast to southern France on the southwest; and it is a more important route for man since the Danube here traverses this mountain barrier, running from the northern side of the Alps to the southern side of the Carpathians, being the only river which thus crosses this natural barrier to the free intercourse between different nations.

Settlement at a point of such value for commerce in times of peace was of course made in very early times. The earliest recorded town was Vindomina built by the Celts and taken by the Romans early in the first century. Although, as will be shown latter, the present city shows in a very marked degree that its present form is largely influenced by the fortifications, it seems most probable that the location was selected as a trading station, rather than as a point of defence. If selected as a trading station it must have been defended in times of war, so it is evident that the two causes, trade and defence, must have played a very important part in the development of the city of Vienna.

Along this trade route between northern and southern nations there must have been much traveling, and thus nations shut off from each other by natural boundaries here came into contact with one another, differences arose, and battles were fought for the control of this great line of transportation. It has been one of the important battle grounds of the Germanic tribes of the north and the Ramance people of the south. The Romans took the Celtic town of Vindomina and built in its place Vindobona, which flourished for four centuries, when in the fifth century the Huns took the place, and in the sixth century the Avars established themselves here and remained for two hundred years until Charlemagne retook the place and made it one of the important fortifications on the borders of his empire. The history of Vienna from this time up to the thirteenth century is closely interwoven with that of all Europe, and it was a particularly important place in connection with the Crusades.

Before 1300 an encircling ring of fortifications was completed around the city as it existed at that date. This consisted of rampart, fosse, and glacis, and was about two miles in length. At that date the whole city was comprised within its circle, and now that the city has far outgrown its first walls, this early portion of it is still called "the inner city." In 1858 to 1860 these fortification were removed and the broad "Ringstrasse" was laid out around the inner city, a magnificent street with an average width of one hundred and fifty feet; and upon this have been built many of the finest buildings of the modern city, the royal opera house, the royal theatre, the university, the city hall, and museums, churches and palaces.

The Danube where it comes out from the Alps upon the edge of the Hungarian plain is too heavily laden with rock waste to stand any diminution of its grade, so it begins to drop its silt wherever it can, and thus it comes about that it has a very wandering course where Vienna is located. On account of the danger of flooding by this wandering stream, the town was first located on a little branch

of the river, a mile southwest of the main channel. For a long time all extension of the city took place to the west, so as to avoid the swamps and old stream beds between the first city and the main channel of the river where all the boats occupied in trade must have gone. Indeed it was not until the Danube was controlled in its course through the city by artificial embankments, built between 1870 and 1880, that it was really safe to extend the city in this direction. Within the past twenty years there has been considerable growth in this direction, and from the old stream beds and marshes has been built the Prater, one of the finest city parks in the world.

The general physiographic conditions which controlled the location of Vienna have been shown: how a natural line of transportation and trade exists between the Alps and the Carpathians on the Danube, how a settlement for trade thus started upon a plain must be defended by walls against the attack of enemies, and how it must be built at a little distance from a river constantly spilling over its banks. Now let us consider the changes which have taken place in this city as it existed in 1300, with its two miles of walls and fortifications completely shutting in the buildings of that date.

Main roads extended from the city to the north, west, south and south-east, but there were none to the east and north-east on account of the interlacing system of channels of the Danube. Along these main lines of transportation the peasants travelled from the various villages and farms to the city, and entered the city with the products of the land through gates, which were generally named from the nearest important town to which the highway led. These gates were shut at night to ensure the safety of the city. Various village centers sprang up along these roads, some within a short distance of the city, so that as the city became thickly settled, these villages grew and formed a belt of houses outside the walls. In the sixteenth and seventeenth centuries the Turks attacked Vienna, and these outside villages suffered so severly that after the repulse of the Turks, the inner ring of fortifications was rebuilt with projecting bastions and a broader space surrounding them, and then around the outlying settlements on the west and south was constructed a second ring of protecting walls and earth-works. The latter were built far enough beyond the villages to allow room for considerable growth, but when Napolean took the city a hundred years later, in 1809, settlements had gone beyond this second ring.

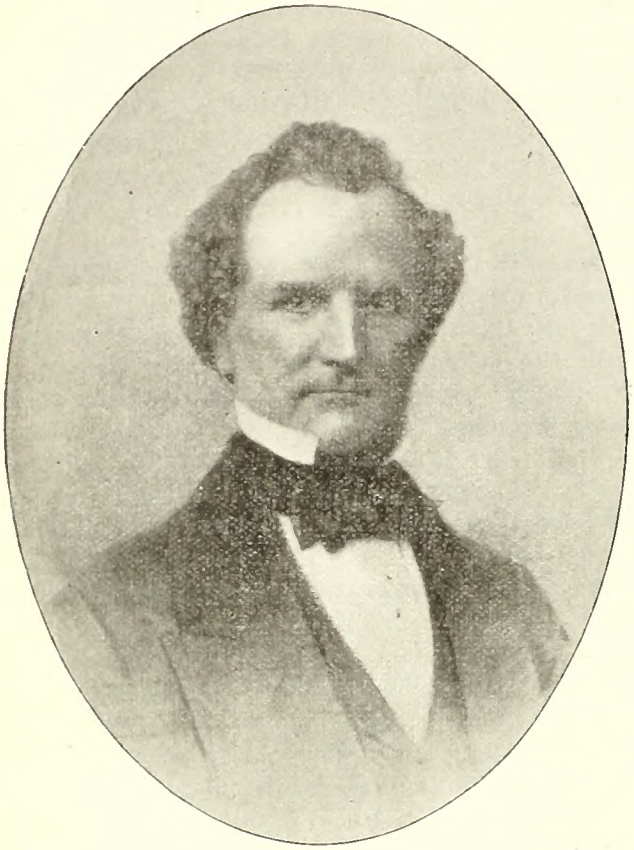
Industries sprung up in villages outside of the city, a tile factory here, a carriage manufactory there, a place for the manufacture of leather goods, for which Vienna is famous, residence centres on the heights to the west, and the royal palace and park at Schönbrunn and now the city has grown to meet all these, and includes them within its limits.

For modern warfare these two rings of fortifications were useless, so the city very wisely turned them into two ring streets, which add immensely to the convenience and attractiveness of the city. Now that the questions of mere sustenance and defence are giving way before the intellectual advance of peoples, this inner Ringstrasse with its centres for education, art, music, drama, and representative government gives a grand object lesson to the world to lay aside its fighting and to strive for what is more worthy of the ambitions of civilized man.

Railroads have thus far played an unimportant part in the development of Vienna, but those to the south across the plain, and those to the east over the straightened Danube already show lines of villages extending beyond the city.

The people of Vienna as seen in its streets express in a concise manner the geographic and historic development of the city. The Germanic and Romance types of faces walking side by side, and there a group of Hungarians and typical Slavic faces, and now and then down the street some soldiers marching in red fez caps and baggy trousers, which makes one think of the Turkish invasions, but which show some of the former subjects of the Sultan now under the Austrian flag. The Germans are here much more vivacious than in the northern cities, and show the softening influence of the southern climes and peoples, though they have not lost the great love of the family and the family life, which is the strength of their northern cousins.

What has been done above for Vienna may be done for any city. The physiographic features which control the location of the city can be easily determined; the actual growth from time to time may be shown and connected with its causes, facts of history may be rationally connected with geography so as to round out the pupil's idea of the city, various industries may be treated in connection with the growth of the city under consideration, and the men and women who make up the city may be shown to have characteristics accordant with the development of the city.



DANIEL HAND:
FOUNDER OF THE DANIEL HAND EDUCATIONAL FUND ($1,500,000) FOR COLORED PEOPLE.

The Daniel Hand Educational Fund and Its Origin.

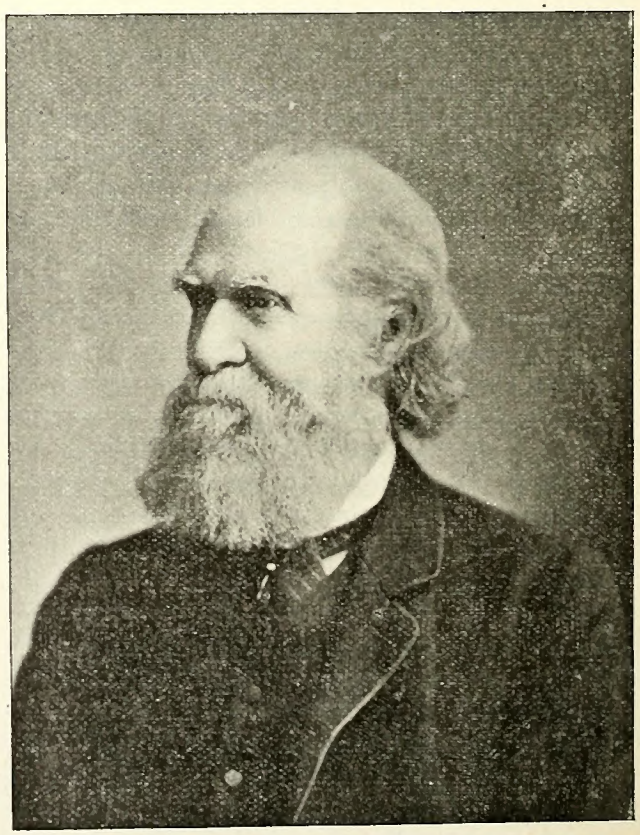
G. S. DICKERMAN, NEW HAVEN, CONN.

It is nearly twelve years since an October day in 1888 when the friends of education were made glad by the news that a gentleman of wealth had given a million dollars for a fund to maintain common schools among the colored people of the South; and it is over eight years since the further announcement was made that this gentleman had added about half a million more to this fund by bequests of his will. The gratification caused by these announcements was enhanced, as many will remember, by an account of the way in which the estate had been accumulated and secured to the donor of the fund; and here the name of another gentleman was heard whose fine sense of commercial honor in the care of a business trust called forth expressions of universal admiration.

In view of the fresh and widely extending interest now shown in the practical education of the colored people it seems an opportune time to review the story of the Hand Fund and observe how the proceeds of this great charity are applied to the people for whom it was established. The story is of a property made in the South, by southern business men, in the exercise of business sagacity, and finally devised to go back to the South in such a way as it was hoped would best promote the interests of the whole southern people.

Daniel Hand was the son of a New England farmer. He was born in Madison, Connecticut, July 16, 1801, and grew up on the farm till he was sixteen years of age. He then went to Augusta, Georgia, in the year 1818, and became a clerk in the store of his uncle, Daniel Meigs, who was an old merchant of that place and of Savannah. Augusta was then a small place of about 1500 inhabitants but affording the special business advantages of a thriving center in a new and fast developing region. The young man made the most of his position and in due time succeeeed to his uncle's business. For a number of years he was in partnership with Erastus C. Scranton, who also came from Madison and afterward returned to Connecticut, where he was the mayor of New Haven in 1865.

It was during this partnership and in the fall of



GEORGE WALTON WILLIAMS, CHARLESTON, S. C.
HIS INTEGRITY AND ABILITY MADE POSSIBLE THE DANIEL HAND FUND

1838 that a boy of seventeen made his appearance at the store and asked for employment. He had come on foot a hundred and fifty miles from his home in the mountains of northern Georgia, had been seven days on the road and had spent less than one dollar of the ten with which he had started. Such boys usually get the place they are after, and he did. This was George Walton Williams, who was henceforth to be associated with Mr. Hand in a personal intimacy that was to continue for over fifty years.

Mr. Williams was born in Burke county, North Carolina, December 17, 1820. His father, Major Edward Williams, was a native of Easton, Massachusetts, where he grew up to the business of a tanner, but "becoming tired of the rocks," went in 1799, at the age of twenty, to Charleston South Carolina. Two years later he removed to the mountains of Western North Carolina and went into business there with Mr. Daniel Brown, a Pennsylvania Quaker, whose wife was a Virginian. Soon afterwards he married Mary Brown, his partner's daughter, and of their children George W. was the fourth and youngest son. In 1822 the family removed to Nacochee, Georgia, and this was the house from which the son went to Augusta.

Mr. Williams was a clerk for four years, till he reached the age of twenty-one, when he bought Mr. Scranton's interest and the firm became Hand & Williams. At this juncture the young partner became convinced that the sale of intoxicating liquors, a lucrative part of the business, was wrong and ought to be given up. Mr Hand thought that such a step would be very hazardous but after considerable discussion assented to it and the sale was abandoned. So far from losing by this change the profits steadily increased and continued to do so for ten years. Then, with the surplus of capital at their disposal it was decided, in 1852, to open a house in Charleston, under the name of George W. Williams & Co. This new enterprise developed so rapidly as to engross the chief interest of Mr. Hand as well as of Mr. Williams, and the business at Augusta was turned over to a junior partner, Mr. C. H. Wilcox. Mr. Hand now lived in the North and attended to those transactions which needed to be carried on in New York, while Mr. Williams remained in the South and had the direct management of operations on the ground.

This was the situation in the years immediately preceding the war between the states. As that event drew on, Mr. Hand, being opposed to secession and afraid of the results of the war, decided to remain in New York, and in 1861 withdrew from the firm. His life time earnings however, amounting to $230,000, were in Charleston and had to take the chances.

With the progress of hostilities, gold debts due the firm by the million went into Confederate money. The sequestration act was passed, and, as Mr. Hand was no longer a citizen of the South, measures were taken by the authorities in power to sequestrate his interest in the firm of George W. Williams & Co. It was Mr. Williams' problem to guard the fortune of his old partner which had been left in his care. With characteristic sagacity and promptness he put Mr. Hand back into the firm and proceeded with the business on the old basis; then he despatched a messenger to the North urging Mr. Hand to come to the South without delay. The summons was obeyed. Failing to get through the lines at Baltimore, Mr. Hand took the western route and succeeded in reaching New Orleans.

There he was arrested and inprisoned as a "Lincoln spy." Mr. Williams telegraphed the Louisiana govenor vouching for his integrity, and he was allowed to go, under promises to report at the headquarters of the Confederacy in Richmond. On the way there he stopped at Augusta to spend a night, when a mob was raised about his hotel, and the mayor took him to jail for safety. This brought Mr. Williams up from Charleston to share the jail with him till a release could be effected. Arriving at Richmond he was confined in Libby prison for nearly a month to await his trial as a spy, and finally, having received a fair hearing, he was set free with the one only condition that he would not go beyond the lines of the Confederacy.

Meanwhile a suit was entered upon in Charleston to sequestrate Mr. Hand's interest in the firm of George W. Williams & Co. The best counsel was employed by Mr. Williams for the defence and after a sharp contest which lasted several days the case was decided in Mr. Hand's favor, thus saving his property from confiscation.

As South Carolina at that time did not afford a congenial atmosphere for a man of union sentiments, it was thought best for Mr. Hand to go to the mountains of Western North Carolina to await the movement of events. Mr. Williams divided with him what gold he had, and Mr. Hand gave over to Mr. Williams all his personal property, as well as his real estate, to be held, managed and considered as if it were his own. The senior part-

ner then went to Asheville and lived there in seclusion till the end of the war. The quietness of his life in this place is indicated by the following incident. A visitor who was spending a few days there in the present season of 1900, made inquiry of a number of the old war time residents of Asheville concerning him and was surprised to find that they knew nothing about him. One gentleman of prominence in the community was personally acquanited with George W. Williams but never had heard of Daniel Hand.

With this retirement of Mr. Hand to the mountains the whole responsibility for the business passed to Mr. Williams, and this for that long war period of trying exigencies. During the early stages of the war, northern and western houses sent to the firm large quantities of goods with full knowledge that the laws of the Confederacy were against collecting such debts. They relied entirely upon the honor of the firm. Two cargoes of coffee were imported from South America, one of which succeeded in running the blockade, though chased by Federal gunboats to the gates of the city. Mr. Williams drew one check on the Bank of Liverpool for fifty thousand dollars in gold to buy clothing for the soldiers of the South and was paid in Confederate currency. These debts of honor Mr. Williams felt it his duty to pay. He started money North by way of Atlanta and Louisville, but was threatened with prosecution. He then remitted $400,000 sterling exchange to Liverpool and London to provide for their payment. When the war was over the debts were paid in full with interest.

With the progress of the war the fortune in Mr. Williams' hands was fast going into Confederate securities. He looked around for other investments that he might save something out of the coming wreck. Cotton could be bought at from seven to ten cents a pound, and he obtained fifteen thousand bales. There was a panic at the North in Southern state and city securities, and he put $500-000 into these. As Confederate currency declined and cotton advanced he sold his cotton and bought farm lands in Georgia, also a hundred thousand acres of timber land at one dollar per acre. He invested besides $500,000 in real estate at Charleston and in the interior of South Carolina.

Upon the surrender of Charleston to the Federal troops Mr. Hand immediately went down from Asheville to confer with Mr. Williams and then, leaving everything to his care, departed for the North, where he passed the remainder of his life. He never returned to the South again, even for a visit, but his thoughts were there constantly and he watched the movement of events with untiring interest in the welfare of the Southern people.

Mr. Hand's surrender of his business concerns to Mr. Williams was most complete. In a letter to Mr. Williams, of December 10, 1866, he writes: "I am entirely content to place my interests in your individual charge and protection; do for me as you do for yourself, and as if I were your brother." Again, in the January following, he says: "You are so much better acquainted with our affairs and all that pertains to them than I am or ever can be, it would be folly for me to pretend to advise. I know you will use your best judgment." Similar expressions occur often in a correspondence which bears on every page the proof of mutual confidence and unvarying personal esteem. Whenever Mr. Hand wished for funds, either for his own use or for the many generous expenditures he continually made in behalf of others, he wrote for the sums required and they were at once sent, but the bulk of what he had originally left in Charleston remained absorbed in the business and in investments of uncertain value.

In 1879 events occured which involved Mr. Williams in serious embarrasment and threatened his financial ruin. The letters of Mr. Hand at this time are especially interesting. No allusion whatever is made to any pecuniary interests that he himself had at stake, but his whole solicitude is for Mr. Williams and his family. A sample is the following, written after the worst was over. "Your family more than compensates you for all you have lost through others or may lose. The complications through which you are struggling are great and trying, but I trust you will emerge without loss of reputation or stain upon your well established good name. It seems to me great wealth often occasions more evil than good in families of distinction. I am glad you are giving thoughtful care to your health. You can hardly overestimate its importance to you and yours."

The close bond of friendship between these two business men may be explained perhaps in part by the fact that Mr. Hand was bereft of his wife and only surviving child at very near the time when young Williams entered his employ. It was quite natural in his loneliness that he should have turned to the attractive young man for companionship and that this attachment should have ripened with the vicissitudes of later years.

A letter of March 29, 1881, intimates the desirability of a division of their property as follows: "In regard to the business suggestions in my last letter, they were chiefly made on your account rather than my own. As I view it the whole matter is practically with you alone. No one else can form any adequate or just estimate or opinion in the case, not excepting myself. Were all the statements and items in your books before me, I could make no use of them, to any good purpose. So I wish you to continue to do at present and in future as in the past: act for me as you do for yourself and as you deem best in all cases, that I may receive in due time what you regard as fairly coming to me from our joint assets. At your convenience will you give me your own irresponsible estimate of the probable outcome in the future? This need not embrace any catalogue of the items as I cannot judge of those. I shall be happy to welcome you here at any and all times as may consist with your business leisure and convenience. As regards my health, I do not realize any dangerous disease, but my powers are lowered, weakened and in a large measure have left me, especially my legs and feet, my head, ears and eyes: my deafness separates me from society almost entirely. We expect brother and sister next week."

A few weeks after receiving this letter Mr. Williams was in Guilford to show his account. It was nearly forty years after the partnership was formed in Augusta when the combined fortunes of the two merchants were less than $5,000. It was twenty years since the breaking out of the war, the resumption of the divided partnership, the suit in court, and the committal of the senior partner's affairs to the younger partner. And now this merchant of the South, having himself but recently escaped from the brink of bankruptcy, stood before his old employer to make a settlement. He showed between a million and a half and two million dollars in solid securities standing to Mr. Hand's account.

Mr. Hand was amazed. An eye-witness describes the scene. The call of Mr. Williams happened to be at the time of a family gathering. The two friends greeted one another at the porch and conversed together for a while, and then the old gentleman came in to tell the family circle what he had heard. Reverting to the war times, he exclaimed. "I never expected to receive a cent. I always knew Mr. Williams would do the best he could, but this is the most extraordinary thing I ever heard of."

Previous to this interview Mr. Hand knew of course that he would receive a considerable estate from his investment, but he had no idea of the amount. He had made a will in 1872 bequeathing sums amounting in the aggregate to some $600,000, of which $100,000 was uncertain. This indicates his estimate of the estate at that time. Probably this estimate was not greatly changed till the interview with Mr. Williams.

The original will was altered from time to time by the addition of codicils to the number of fourteen, the last of which was written January 12, 1889. The document, therefore, covers a period of over sixteen years, and enables us to trace the development of Mr. Hand's purpose as finally embodied in his philanthropic bequest.

His habit of mind was that of a political student and his daily companion to the close of life was the *New York Tribune*. His letters show, as already intimated, that he was intensely interested in the progress of the South. He writes, December 23, 1883. "The great common interest of the South is a vast and engrossing subject, and also the reasonable probabilities of the colored people there for the future. I do not see that either party has any plan or policy on the subject. Yet there is no subject of more importance before the American people. The government, having made them citizens, is now bound to protect and guide them as such. The late decision of the U. S. court limiting their supposed rights is of the utmost importance to both sides and especially to them. They are wholly dependent upon the white people of the states where they are, and must continue so for a long time to come; and there is no real conflict of interests. They are to remain the peasantry of the south, and are invaluable as such. A few will rise above that, but not many."

Again he writes in 1889, the year following his gift of the Fund: "My interests in the South and my attachment to the southern people are inseparable from my life. I was there in trying times but not an unkind or injurious word was spoken to me in all those dreadful years. I see it stated that Georgia has recently doubled its common school term from three to six months, and that it applies to all, which is above all praise and all price. The color question will solve itself slowly, but surely and to the advantage of all. Its security is in the Christain religion and the humanity of the people to all, for all." This is the language of Mr. Hand's last letter to Mr. Williams.

The will as first drawn contained charitable bequests to the amount of $450,000 or more to found six scholarships to be called after his name, one assigned to the Presbyterian Church to educate young men for the ministry, three to as many New England colleges for a like purpose, and the others to two institutions in the South to train colored pupils to become "Public Teachers." Two years later these bequests were greatly modified and the new feature was introduced of a fund in support of primary or common school education for the colored people of the southern states." Finally, all of the whole property, excepting certain inconsiderable legacies to members of his family, passed to the fund last named.

The original intention was for the North to share in the beneficence more than the South and white students more than colored, while the aid was specifically for students in advanced courses. But in the end the whole was given for the colored race and was defined as for elementary education. We can easily believe that Mr. Hand was led to these changes by the feeling that a property secured to him in such a way should be returned to the South, and that it would do the most good there if employed in the manner proposed.

An endowment like this is of value in more ways than one. Its pecuniary value to the cause of education is manifest but it has a moral value reaching to all phases of human life. It tells of what wealth can do, but it tells of a manhood that is above wealth, that uses wealth as its tool and casts it aside in a moment rather than suffer a shadow to fall upon the glistening raiment of personal integrity. In a country like ours and in a period of engrossing material pursuits no lesson is more needed than this, and it is beyond all price that this fund, in its perpetual ministry of instruction, is to stand as a memorial of the relations for half a century of these two business men, Daniel Hand and George W. Williams.

The administation of the Hand Fund is by the Executive Officers of the American Missionary Association, a board elected by Congregational Christains who meet each October in an Annual Meeting. It is a suggestive fact that while Mr. Hand was a member of a church belonging to the Southern Presbyterian body in Augusta, and Mr. Williams was, and is still, a member of a Southern Methodist church in Charleston, the custody of this fund is given practically to a body of churches whose membership is almost wholly in the North.

Under such circumstances there is no little danger that appropriations may be made in ways which are not the wisest or most effective for the accomplishment of the ends in view. People whose whole life has been passed in the North cannot be the best judges of how to promote general education in the South, especially among the negroes. The knowledge which comes from having lived in the South is indispensable: and in every Southern community there are high-minded men and women who are quite as deeply interested in the welfare of their colored neighbors as the best people of the North. Their interest is deeper because it is personal, not theoretic and for away. They have been facing the facts in the case all their life and they have been doing their best to deal with them in a common sense way and in a Christain way. Northern people who wish to do the best possible service for the Negroes cannot wisely proceed without the counsel and participation of such companions as these in their work.

This is especially true in the employment of such a trust as the Hand Fund involves. If it is possible to conceive of conditions inhering in a trust which should carry the profoundest moral obligations of absolute confidence in the integrity and sound judgement of Southern Christain men, those conditions all meet in this case. It was by a re-establishment of formal partnership that Mr. Hand's estate in Charleston was saved to him by the southern merchant; and can this fund, proceeding directly from such a source, be returned in the wisest beneficences to the Southern people with no intimations ever being received from George W. Williams and men like him as to how it may be most judiciously applied?

The language of Mr. Hand's letters to Mr. Williams may be wisley recalled as offering a suggestion of perpetual significance to the holders of this trust. "I am entirely content to place my interests in your individual charge and protection; do for me as you do for yourself and as if I were your brother." "You are so much better acquainted with all our affairs and all that pertains to them than I am, or ever can be, it would be folly for me to pretend to advise. I know you will use your best judgment." The event shows that Mr. Hand's confidence in Mr. Williams was not misplaced. Can the executors of his bequest do better than to heed his example? There are some who believe that such a partnership in beneficent work for the colored people would increase its effectiveness a hundred fold.

Poe's "The Philosophy of Composition."

JAMES P. KINARD, PROFESSOR OF ENGLISH, WINTHROP NORMAL AND INDUSTRIAL COLLEGE.

To get a peep into the work-shop of literary genius is a world-old desire. Poe recognized this, and, in "The Philosophy of Composition," he has attempted to give a complete exposition of the manner in which he composed his best known poem. It would be a comfort to believe that the production of a work of genius is as simple a matter as Poe makes it out to be, that so much could be done so easily; but alas! one cannot help fearing that the poet, perhaps unconsciously, has misled us; that what he tells us so plainly and so simply is, for the greater part, only an analysis of the poem after it had "come" to him, and that, too, in the old way in which the spirit of inspiration always comes, the process of which must ever be a sealed book to ordinary mortals, and probably to genius itself.

One thing, however, is certain: A reading of "The Philosophy of Composition" will lend a new interest to "The Raven." The poem, when considered in the light of the author's own words, will range itself with the more orderly productions of sane intelligence, and will not be regarded, as it too often is, as a thing of sound, signifying nothing.

In the following selections I have endeavored to leave out nothing that seemed needful to a full understanding of the author, and in no case have I changed a single word.

* * * * * *

"I have often thought how interesting a magazine paper might be written by any author who would—that is to say, who could—detail, step by step, the processes by which any one of his compositions attained its ultimate point of completion. Why such a paper has never been given to the world, I am much at a loss to say; but, perhaps, the authorial vanity has had more to do with the omission than any one other cause.

* * * * * *

"I am aware, on the other hand, that the case is by no means common in which an author is at all in condition to retrace the steps by which his conclusions have been attained.

* * * * * *

"For my own part, I have neither sympathy with the repugnance alluded to, nor at any time the least difficulty in recalling to mind the progressive steps of any of my compositions; and since the interest in an analysis, or reconstruction, such as I have considered a *desideratum*, is quite independent of any real or fancied interest in the thing analyzed, it will not be regarded as a breach of decorum on my part to show the *modus operandi* by which some one of my own works was put together. I select "The Raven" as most generally known. It is my design to render it manifest that no one point in its composition is referable either to accident or intuition; that the work proceeded, step by step, to its completion with the precision and rigid consequence of a mathematical problem.

* * * * * *

"The initial consideration was that of extent. If any literary work is too long to be read at one sitting, we must be content to dispense with the immensely important effect derivable from unity of impression; for if two sittings be required, the affairs of the world interfere, and everything like totality is at once destroyed. * * * I reached at once what I considered the proper length for my intended poem—a length of about one hundred lines. It is, in fact, one hundred and eight.

"My next thought concerned the choice of an impression, or effect, to be conveyed. * * * I designate beauty as the province of the poem, merely because it is an obvious rule of Art that effects should be made to spring from direct causes. * * * Regarding, then, Beauty as my province, my next question referred to the *tone* of its highest manifestation; and all experience has shown that this tone is one of sadness. Beauty of whatever kind, in its supreme devemopment, invariably excites the sensitive soul to tears. Melancholy is thus the most legitimate of all the poetical tones.

"The length, the province, the tone, being thus determined, I betook myself to ordinory induction, with the view of obtaining some artistic piquancy which might serve me as a keynote in the construction of the poem—some pivot upon which the whole structure might turn. In carefully thinking over all the usual artistic effects—or more properly *points*, in the theatrical sense—I did not fail to perceive immediately that no one had been so universally employed as that of the *refrain*. * * * I determined to produce continuously novel effects by the variation of *the application* of the *refrain* —the *refrain* itself remaining, for the most part, unvaried.

"These points being settled, I next bethought me of the *nature* of my *refrain*. Since its applica-

tion was to be repeatedly varied, it was clear that the *refrain* itself must be brief, for there would have been an insurmountable difficulty in frequent variations of application in any sentence of length. In proportion to the brevity of the sentence, would, of course, be the facility of the variation. This led me at once to a single word as the best refrain.

"The question now arose as to the *character* of the word. Having made up my mind to a *refrain*, the division of the poem into stanzans was, of course, a corollary: the *refrain* forming the close to each stanza. That such a close, to have force, must be sonorous and susceptible of protracted emphasis, admitted no doubt; and these considerations inevitably led me to the long *o* as the most sonorous vowel in connection with *r* as the most producible consonant.

"The sound of the *refrain* being thus determined, it became necessary to select a word embodying this sound and at the same time in the fullest possible keeping with that melancholy which I had predetermined as the tone of the poem. In such a search it would have been absolutely impossible to overlook the word "Nevermore." In fact, it was the very first which presented itself.

"The next desideratum was a pretext for the continuous use of the one word "Nevermore." In observing the difficulty which I at once found in inventing a sufficiently plausible reason for its continuous repetition, I did not fail to perceive that this difficulty arose solely from the pre-assumption that the word was to be so continuously or monotonously spoken by *a human* being; I did not fail to perceive, in short, that the difficulty lay in the reconciliation of this monotony with the exercise of reason on the part of the creature repeating the word. Here, then, immediately arose the idea of a *non*-reasoning creature capable of speech; and, very naturally, a parrot, in the first instance, suggested itself, but was superseded forthwith by a Raven, as equally capable of speech, and infinitely more in keeping with the intended *tone*.

"I had now gone so far as the conception of a Raven—the bird of ill-omen—monotonously repeating the one word, "Nevermore," at the conclusion of each stanza, in a poem of melancholy tone, and in length about one hundred lines. Now, never losing sight of the object, *supremeness*, or perfection, at all points, I asked myself—"Of all melancholy topics, what, according to the *universal* understanding of mankind, is the *most* melancholy?" Death—was the obvious reply. 'And when,' I said, 'is this most melancholy of topics most poetical?' From what I have already explained at some length, the answer here is also obvious—'When it most closely allies itself to *Beauty;* the death, then, of a beautiful woman is, unquestionably, the most poetical topic in the world—and equally is it beyond doubt that the lips best suited for such a topic are those of a bereaved lover.'

"I had now to combine the two ideas, of a lover lamenting his deceased mistress and a Raven continuously repeating the word "Nevermore." I had to combine these, bearing in mind my design of varying at every turn the *application* of the word repeated; but the only intelligible mode of such combination is that of imagining the Raven employing the word in answer to the queries of the lover. And here it was that I saw at once the opportunity afforded for the effect on which I had been depending—that is to say, the effect of the *variation of application*. I saw that I could make the first query propounded by the lover—the first query to which the Raven should reply "Nevermore"—that I could make this first query a common-place one, the second less so, the third still less, and so on, until at length the lover, startled from his original nonchalance by the melancholy character of the word itself, by its frequent repetition and by a consideration of the ominous reputation of the fowl that uttered it, is at length excited to superstition, and wildly propounds queries of a far different character—queries whose solution he has passionately at heart—propounds them half in superstition and half in that species of despair which delights in self-torture—propounds them, not altogether because he believes in the prophetic or demoniac character of the bird (which, reason assures him, is merely repeating a lesson learned by rote), but because he experiences a frenzied pleasure in so modelling his questions as to receive from the *expected* "Nevermore" the most delicious, because the most intolerable sorrow. Perceiving the opportunity thus afforded me—or, more strictly, thus forced upon me in the progress of the construction—I first established in mind the climax, or concluding query—that query to which "Nevermore" should be in the last place an answer—that query in reply to which this word "Nevermore" should involve the utmost conceivable amount of sorrow and despair.

"Here, then, the poem may be said to have its beginning—at the end, where all works of art

should begin; for it was here, at this point of my preconsiderations, that I first put pen to paper in the composition of the stanza:—

"Prophet," said I, "thing of evil—prophet still, if bird or devil!
By that Heaven that bends above us, by that God we both adore,
Tell this soul with sorrow laden if, within the distant aidenn,
It shall clasp a sainted maiden whom the angels name Lenore:
Clasp a rare and radiant maiden whom the angels name Lenore!"
Quoth the Raven, "Nevermore."

"I composed this stanza, at this point, first, that by establishing the climax I might the better vary and graduate, as regards seriousness and importance, the preceding queries of the lover, and, secondly, that I might definitely settle the rhythm, the metre, and the length and general arrangement of the stanza, as well as graduate the stanzas which were to precede so that none of them might surpass this in rhythmical effect. Had I been able, in the subsequent composition, to construct more vigorous stanzas, I should, without scruple, have purposely enfeebled them, so as not to interfere with the climacteric effect.

* * * * * *

"The next point to be considered was the mode of bringing together the lover and the Raven; and the first branch of this consideration was the *locale*. * * * I determined, then, to place the lover in his chamber—in a chamber rendered sacred to him by memories of her who had frequented it.

* * * * * *

"The *locale* being thus determined, I had now to introduce the bird, and the thought of introducing him through the window was inevitable. The idea of making the lover suppose in the first instance that the flapping of the wings of the bird against the shutter is a "tapping" at the door, originated in a wish to increase, by prolonging, the reader's curiosity, and in a desire to admit the incidental effect arising from the lover's throwing open the door, finding all dark, and then adopting the half-fancy that it was the spirit of his mistress that knocked.

"I made the night tempestuous, first, to account for the Raven's seeking admission, and secondly, for the effect of contrast with the (physical) serenity within the chamber.

"I made the bird alight on the bust of Pallas, also for the effect of contrast between the marble and the plumage—it being understood that the bust was absolutely *suggested* by the bird; the bust of *Pallas* being chosen, first, as most in keeping with the scholarship of the lover, and, secondly, for the sonorousness of the word, Pallas, itself.

"About the middle of the poem, also, I have availed myself of the force of contrast with a view of deepening the ultimate impression. For example, an air of the fantastic, approaching as nearly to the ludicrous as was admissable, is given to the Raven's entrance. He comes in "with many a flirt and flutter." * * * In the two stanzas which follow, the design is more obviously carried out. * * * The effect of the *denouement* being thus provided for, I immediately drop the fantastic for a tone of profound seriousness.

* * * * * *

"With the *denouement* proper—with the Raven's reply, "Nevermore," to the lover's final demand if he shall meet his mistress in another world—the poem, in its obvious phase, that of a simple narrative, may be said to have its completion. So far, everything is within the limit of the accountable, the real. * * * But in subjects so handled, however skilfully, or with however vivid an array of incident, there is always a certain hardness or nakedness, which repels the artistical eye. Two things are invariably required: first, some amount of complexity, or more properly, adaptation; and, secondly, some amount of suggestiveness, some undercurrent, however indefinite, of meaning.

* * * * * *

"Holding these opinions, I added the two concluding stanzas of the poem—their suggestiveness being thus made to pervade all the narrative which has preceded them. The undercurrent of meaning is rendered first apparent in the lines—

"Take thy beak from out *my heart*, and take thy form from off my door!"
Quoth the Raven, "Nevermore!"

"It will be observed that the words, 'from out my heart,' involve the first metaphorical expression in the poem. They, with the answer, "Nevermore," dispose the mind to seek a moral in all that has been previously narrated. The reader begins now to regard the Raven as emblematical—but it is not until the very last line of the very last stanza that the intention of making him emblematical of *Mournful and Never-ending Remembrance* is permitted distinctly to be seen."

Pages from a Teacher's Note-Book. I.

PRINCIPAL R. J. TIGHE, ASHEVILLE CITY SCHOOLS.

ARITAMETIC.—INTEREST.

AIM: To determine the relationship of Interest to Percentage, and, hence, to apply as many old principles as possible.

STEP I. We have seen that Profit and Loss, Commission, Insurance, Taxes, etc., are all based on Percentage, i. e., reckoned at a certain rate on 100. Suppose A rents a house and lot worth $4,000 for $280 per year, what per cent does he make on his investment? Capital invested in a mill $50,000, and yearly income from same $5,000; what yearly per cent of gain? Name terms in percentage. Apply to above examples and others.

STEP II. Suppose A had rented his $4,000 to B for $280 a year, instead of buying and renting the house, would there have been any difference in the result, i. e., in the rate of income on the $4,000? If C receives 10% rental on $50,000 loaned what will be his income per year? For two years? For two years and six months? Same process with several examples to show relation between renting property and money.

Develop relation between Base and Principal, Rate and Rate of Interest, and Percentage and Interest. One new element—Time.

A loaned B $600 for one year at 6%. Find interest. At 7% for one year six months, etc. Recall first principle in Percentage. Drill on other examples. A receives $36 interest on a certain sum loaned B at 6% for one year. Required amount loaned, or principal. Recall principle in Percentage to cover this case. Other examples under this principle. Loaned $600 for one year for $36 interest. Required the rate. Show relation to corresponding principle in Percentage. Other examples under this case. Develop Amount and its relation to corresponding case in Percentage.

STEP III. What is the origin of the term "interest?" Of usury? Make definitions for Principal, Rate, Interest, Amount and Time. Compare with those given in text-books. Memorize the best. Also, write principles or rules for finding Interest, Principal, Rate, Amount and Time. Compare with those given in text-books and memorize best. What is the relationship of Interest to Percentage?

STEP IV. The principles being understood numerous examples should be given under each case, not separately but promiscuously, to establish greater independence of thought and knowledge of principles. Pupil should also compose examples to cover the several cases. Drill constantly upon relation of problem to principle, and fix principles by continued application with analysis.

NOTE. It is not intended that this outline should be covered in one recitation period. One or two periods can be profitably spent on steps I, II, and III. Step IV may require a week or more, to do thorough work. The plan should be to develop clearly in class, without any previous study of the subject, the relation between Percentage and Interest,—to do this thoroughly, fix the principles, and afterwards give as much home-work as may be necessary. This will avoid at the outset many of the mistakes, failures and discouragements, by assimilating the new knowledge by means of the old. And this is also true of all other subjects in Arithmetic, and likewise in all departments of knowledge to be taught.

An Old Barred Owl.

PROFESSOR T. GILBERT PEARSON, GUILFORD COLLEGE, N. C.

No one knew exactly how old he was, but there was an idea prevalent in the neighborhood that "the big swamp owl" which lived in the large woods down along the bottom-land had been enjoying the pleasures of life for fully ten years. Of course there were other owls about, and there was no absolute proof that this particular bird was responsible for all the crimes which were placed to its account.

The people of the surrounding country, however, were possessed of the strong conviction that this old robber deliberately planned and regularly carried out his raids on their poultry yards whenever such an enterprise seemed good to him, and that he alone of all the owls was guilty of such deeds. Whenever the midnight air was rent by the agonized cry of a hen from the direction of the hen-house, the enfuriated farmer would spring from his bed and rush out, gun in hand, vowing the most dreadful vengeance on "that old swamp owl."

There was no chicken, guinea nor turkey in the whole region that lost its life by night, or failed to return after a day spent afield, but that its disappearance was regarded as being due to this bird's inroads. He was consequently hated and dreaded

by all the chicken raisers of the region, and angry farmers on more than one occasion, at the solicitation of their wives, made expeditions into the bottom-land woods to hunt out and kill, if possible, this great source of annoyance. Such efforts were always futile, although charges of lead were often shot into the opening of the large cavity in the big hickory where he was supposed to pass the day.

The view of the matter from the owl's standpoint was a little different. True he visited a hen-roost once in a great while and took a half-grown chicken, as did also his mate. The great horned owl which lived over in the upland wood and called *who! who! who!* across the fields to them sometimes on rainy days, was also not free from guilt. He, too, would make an occasional night attack on some sleeping hen and carry her off to his little owlets in their rude nest which had been used and abandoned by a hawk the year before. Minks, foxes, coons, opossums and skunks also knew the flavor of the flesh of the barnyard fowl. But unless one of these intruders was actually caught in the act, the credit for the outrage was always given to the big-eyed bird in the bottom-land woods.

Among the enemies which the farmer has to contend with are the rabbits. They get into his garden and eat the vegetables, and they gnaw the young fruit trees to a dangerous degree. The barred owls doubtless had no conscious desire to render a service to the owner of the fields over which they hunted, but they did it, nevertheless, by the number of cotton-tails which they annually destroyed.

It was not safe for a rabbit to expose itself in the locality inhabited by the owls. Many a luckless one venturing out of cover into the fields never returned, save as borne aloft through the air by his arch enemy; for, suddenly, and without warning, there would bear down upon him, silently as a shadow, the big gray bird. Fearful pains would seize his body as the long talons closed upon him, he would catch the fierce glare of two great brown eyes, there would be a brief struggle, and all would be over.

The crawfish which had their holes in the damp ground along the creek, came out much at night and ran about, but many of them never came back, for they went to feed the same hungry mouths which ate the rabbits. Scores of frogs on the creek-banks also lost their lives by the same terrible enemy.

Up in the apple orchard a little screech owl had its nest in the cavity of an old fruit tree each spring for two or three years. She and her mate would sometimes go up to the farm house and perch in the trees about the yard and call to each other in their strange shivering tones, which caused the young women in the house to wish that all owls were dead.

One autumn they were particularly noisy, for they had brought their children up from the orchard and seemed to be giving them lessons in owl music. Perhaps the big fellow from the bottom land while roving about the fields heard them. Be that as it may, one morning the feathers of a little screecher were scattered about the lawn, and from the bark of a large limb over the gravel walk some of them still fluttered.

A favorite article of food with this barred owl family was the flesh of the meadow mouse. These creatures they captured in great numbers about the farm. Grasshoppers also was a popular diet for them.

The barred owls were very noisy neighbors and at times they were even quite boisterous. They appeared to shout and laugh and say many queer things to each other, for instance, *wah, wah; ha, ha; ha,* WHO, AH!—or words to that effect. One farmer's wife declared that if ever her hired girl left, "that night the old swamp owl was sure to holler, 'who, who! who, who cooks for YOU ALL?'" But in May, when the three white eggs in the hollow up the big hickory had hatched, the parents did not often call; for they were then very much occupied with feeding the young birds.

It was about this time that the man who owned the farm on which the owls lived, learned of a plan that he thought might rid him of them forever. Out in the field, a hundred yards from the woods, he planted a pole. It was twelve feet high and was sawed level on top. On this he set and chained a small steel-trap.

A night or two later while out looking for meadow mice the mother owl alighted on the pole, when, with a snap, the steel jaws came together, catching and holding her fast in their grasp. The trap, with its victim, fell from the pole, but the chain, which was fastened within a foot of the top, held securely. There through the night she hung, head downward, swaying in the wind and beating her wings against the pole in her vain efforts to escape. All night with dizzy, throbbing brain she swung and beat the air and fought for freedom.

In the morning the happy farmer came and put an end to her suffering. He reset the trap and returned joyfully to the house with the dead bird.

The caring for the young now devolved upon the father. Three hungry mouths to fill besides his own! What a busy time he had of it, how diligently he must have pursued the meadow mice and frogs! But he carefully avoided that fatal pole. One night he decided to try the poultry yard again. Surely all the destruction of mice and rabbits which he had wrought must be worth another fowl.

Near the chicken house some guineas were roosting in a tree. Silently he swooped down upon one of these. A moment later they were both upon the ground, but before the guinea had expired it had given vent to several heart-rending screams which had set the whole roost to cackling. The owl was on the point of rising with his prey, when he caught sight of a man near the garden gate. There was a flash and the roar of a gun. At this he fled, badly frightened, to the woods.

An hour later when all was quiet he returned to the spot where he had dropped his burden. For some reason it was under a strong box, which was propped up by some sticks. But the babies in the woods were hungry, so under the box he cautiously went. The guinea seemed tied to a stick. He gave it a pull, when suddenly down came the box, and he was a prisoner.

Great was the rejoicing in the neighborhood the next morning when it became known that "the old swamp owl" had been captured, and many of the neighbors came to see him. A small box slatted on two sides served as his prison.

Three days later I saw the feathered outlaw, which was still confined without food or water. His large wing and tail feathers were worn and broken from beating the prison bars in his efforts to escape, and he must have been weak with fasting. When I took him in my hands his great brown eyes rolled and slowly batted in helpless defiance. He sought to reach me with his dangerous bill, and his struggles for freedom were by no means feeble.

I begged for his life, pleading that the good which he did by destroying vermin far outweighed in value the few chickens he had killed. But no, I was told that he had been robbing hen roosts for years, and had at length been caught, red-handed, in the act, and so he must die. "I got the hen-owl some time ago," his captor said, "and now I've got the old he one, and I reckon that will pretty well break up their chicken stealing." So the deed was done, and the farmer congratulated himself that he had rid the neighborhood of one of its greatest enemies.

Now the crawfishes and frogs along the creek have less to fear, the little owls whoop at pleasure in the trees about the house, the meadow mice scamper about the fields the livelong night, and the rabbits play in the moonlight and gnaw the farmers' fruit trees with impunity, for the call of the great horned owl over in the big timber across the fields is never answered from the silent bottomlands,—"the old swamp owl" is gone.

About Teachers.

C. S. COLER, SUPERINTENDENT GRADED SCHOOLS, CONCORD, N. C.

"As is the teacher, so is the school." If the teacher loves nature, his pupils will soon learn to observe and love nature. If he loves good books, his school will soon be absorbed in books.

If he loves society and amusements, the attention of his school will soon be directed to the same things. If he is totally absorbed, as too many teachers are, in his own profession, he will soon be running a sort of normal school rather than a school for building up charater and for fitting children for the life's work that will soon be upon them.

Certain it is that the teacher will impress his predominant thought upon the school, and that what we put into our schools we shall soon have in character and in society.

Character, Citizenship, Life Work, these are the ideas to be kept uppermost in the mind of the teacher of public schools.

It is not his purpose to make lawyers, teachers carpenters, ministers, merchants, Baptists, Catholics, Methodists, of his pupils, but rather, by proper instruction and descipline, to build up a force of character that may seek any worthy end that may be desired, and that may be able to accomplish any great and noble purpose.

The teacher who does not aim as high as this, is aiming too low for the work that is instrusted to his care.

Teachers have rights, as well as other people. They have a right to be treated with respect and consideration.

They have a right to demand that parents send children to school regularly and promptly, that

they furnish them with the necessary books, that they keep them clean, and that they teach them to observe the courtesies and manners of civilized life.

Teachers have a right to demand that parents, school officers, city officers, and even the church do their respective duties in all that pertain to the training of the young.

The public school is not a remedy for all the evils under the sun, nor is it responsible for much of the conduct of the "rising generation." Teachers must have clearer ideas of their work and duties.

Too many teachers work at random. If we see a sculptor with marble and chisel before him, we at once infer that he has a definite idea of what he wishes to produce.

If we see an artist with brush and colors ready for work we feel assured that he has definite conception of the picture he wishes to paint. If we see a carpenter at work with materials and tools, we are sure that he has a well defined plan of the structure he would build.

But it is not always so with the teacher. Too often he works without any plan whatever. If development of character, if preparation for citizenship and for the work of life, are leading purposes of the public school, it must follow that teachers should have clear and well defined ideas on these subjects.

"Let not unskillful hands attempt to play the harp whose tones are left forever in the strings."

For, as Webster puts it, "If we work upon marble it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal minds, instill into them just principles, we are then engraving that upon tablets which no time will efface, but which will brighten and brighten to all eternity."

Art Exhibit in the Asheville Schools.

SUPERINTENDENT J. D. EGGLESTON.

The Art Exhibition given in April proved a great success. Financially we netted only about $100, owing to the constant rains; but the interest and enthusiasm aroused was tremendous, especially among the children of the city, for whose special benefit the exhibtion was given.

As literature and art are the interpretations of life, it cannot be denied that the best method of linking the life of the past with that of the present is to make the children familiar with the literature and art of the past. The literature we have; the art we should have. We secured from the Helman-Taylor Art Company a well selected list of pictures representing the various schools of art. In number there were about 125, and among them such masters as Botticelli, Leonardo Da Vinci, Michael Angelo, Titian, Raphael, Correggio, Gudio Reni, to represent Italian art; Greuze, Le Brun, Corot, Troyon, Millet, Rosa Bonheur, Bouguereau, Breton, Adan, Bastien-Lepage, Dupre, Lerolle, David, to represent French art; Rubens, Van Dyck, Velasquez, Murillo, Alma-Tadema, representing Spanish art; Van Ruysdael, Rembrandt, for the Dutch school; Richter, Hofmann, Van Marck, for the German school; Reynolds, Landseer, Leighton, Moore, Leader, Burne-Jones, representing British art; and Sargent, representing the American school. Others I do not recall. There were also various pictures of sculpture and architecture, ancient, mediæval and modern; and several pieces of statuary loaned by the ihgh school.

We charged an admission fee of 25 cents for adults and 10 cents for children. The children of the Factory school and the colored children were admitted without charge, and payments by all children were made voluntary. Almost all the children managed to find the requisite dime. Preliminary study was made by the teachers. Many of the pictures were familiar to teachers and pupils through the famous Perry Pictures, so much used in our schools. Each teacher came with her grade and pointed out the pictures which she thought would be of most interest to her children. The enlarged prints of their favorites gave the children added pleasure, for a good picture grows on a child even more than on an adult. We had handbooks, at five cents each, for the benefit of those who wished to see the pictures in an intelligent way. In some of the grades the children made out in advance a catalogue of the pictures they proposed to see. No attempt was made to see everything, but after a systematic study the children were permitted to look for themselves and enjoy without restraint. They were asked to vote on the pictures they would like to have in their rooms, and usually their selections were excellent; but their choice was not necessarily followed. Most of them wrote compositions, after the exhibition, on what they had seen and what they liked, and why. If any reader thinks the children did not see the pictures and get deep meanings from them, he should read some of these expressions of their thoughts.

The results? Who can measure them? It was my good fortune to be in the hall when many of the children of the city came in and feasted their eyes and souls. The eagerness and interest were at times positively pathetic; and when the pupils of the Home Industrial gathered around their teachers, after spending at least two hours in the constant study and discussion of these masterpieces, and plead for more time, I could not help breaking the law and telling them they could come back and stay as long as they pleased without paying another cent. And come they did! Several of the grades stayed two hours each and left with great reluctance. One of the pictures that deeply impressed the children from the Factory school was that wonderfully vivid portrayal by Adan of the farmer returning at "close of day" from his day's work. After looking at it for some time, one of the 3rd grade girls said, "I like that picture. That man looks so plum tired out!" The next day her teacher noticing that she was in a dreamy mood and little inclined to the work in hand, said "Mollie, what is the matter with you? What are you thinking about?" She replied, "Miss C., I was wondering if that man's children carried him his dinner at noon?"

Of course there was some objection raised by a few parents at the idea of spending ten cents "just to see pictures", but we took care in advance to arouse the interest of the children, and when this is done the rest is easy. It was announced in advance that the dimes of the children would be spent for pictures for their grades in exact proportion as they contributed. The door receipts paid all expenses. Thus the children saw the beautiful pictures and will have many of them placed in the schoolrooms at a cost to them of only ten cents. In the future how much easier it will be to arouse their interest in the subject of school decoration! How much more will be their interest in literature, history and geography.

As the editor asked for an article of "not over 600 words", and as I have already exceeded that limit, I haven't the space to tell some of the humorous and pathetic comments made during the ten days of the exhibition. Permit this one: A little boy not quite three years old was looking at a seven-foot statue of Minerva. As soon as he spied the snake he moved back and whispered to his aunt, "Auntie, does that lady know that snake is there?"

Education is any knowledge that tends to broaden one's views.—*President Hadley.*

A Primary Geography Class.

MISS LEAH JONES, NEW BERN, N. C.

I had a class of twenty little girls and boys about six years old, who had never been to school before, not even to a kindergarten. The very first day I took them to the sand pan. The railroad ran by our school grounds; so, as I had some nice little sticks, the very first thing we did was to lay the railroad track. Then I took the children out of doors, and we examined closely the Academy Green, found out whether or not it was longer than it was wide, noticed the position of the school house, the number of walks and paths, their sizes, directions, etc. Then we went back to the sand pan, where, with their aid and direction, I laid off the Green, putting in the walks and using tiny blocks for the houses. Then I asked them on which side of the green was the railroad. Of course, "On that side" was the only answer they could give me, and they were unable to tell which side "that side" was.

So I told them to watch the sun very closely that afternoon, and see in which direction it left us, and to notice the first thing in the morning, and see from which direction it came. This lesson was repeated a number of days till they became more familiar with the green, trying to make it alone, and drawing it on their tablets, I varying my questions and expanding my talks just the least little bit, and being very careful about the form of their answers; for the teacher who fails to make a language lesson of every exercise has not yet learned her own A B C in primary work.

By this time the children were thoroughly convinced that the sun came from the same direction every morning and went in the opposite direction every evening. Some of them had been inquiring at home, and had found out that where it rose was called the east, and where it set the west. Then I taught them the other two points, and how to find them, wherever they might be. I asked them again on which side of the green was the railroad, and they readily told me.

That opened up work for us for several days. I told the children that whatever touched a place on any side was said to bound it on that side. Then we bounded their seats, the school-room the Green; and, after a few days, I asked each of them to find out how his own home was bounded, and tell me. From that they went on, until they could bound all the churches and public lots in the town.

I wished next to teach them the relation of places to each other. So I asked: "Where are you"? "Exactly where?" and kept questioning until I received the answer: "I am in my seat." Then: "Where is your seat?" "My seat is in the school-room." "Where is the school-room?" "The school-room is in the school-house." And so on. They readily saw that a number of seats were in the room, a number of rooms in the house, a number of houses on the block, a number of blocks in the town; so that it was easy for me to explain to them the counties, states, etc., until they understood how New Bern was in Craven county, Craven county in North Carolina, North Carolina in the United States, the United States in North America, which is one of the great divisions of the world.

I next wanted to give the children an idea of the earth's surface, so I carried rocks, turf, coal, etc., to the sand pan, where I made mountains, hills and valleys, leaving a part of the pan bare to be filled with water to represent the ocean. Then I took a large sprinkler and let it rain, and rain, and rain. And they saw how some of the water soaked into the soil, while some ran down in little streams, and the little streams ran together, making larger streams until they became rivers; and how the rivers cut deep into the soil, sometimes leaving bare rocks; how they would rush rapidly over the steep places and flow smoothly over the gentle slopes; how the streams carried the soil from the hill countries down to the low plains, etc. We made tunnels, dug mines, built bridges, sailed boats, and worked in that sand pan until they knew all about mountains, hills and valleys; brookletts, rivers, lakes and seas; oceans, islands, capes and bays,—in fact, all the natural divisions of land and water. They began looking for pictures of these things, and I gave them "Frye's Primary Geography," just for the pictures.

Now we were ready for maps. They had been drawing the green, the school-room floor, their homes. I told them that these drawings were maps of those places. We discussed photographs, and saw how a very small picture could be just as much like a person as a very large one; that every feature would be there, and in the right place,—only the features would be smaller and nearer together in the small picture. We knew, too, that some pictures showed only the side face, some the full face and some the whole body. So I told them that a map was just an exact picture, more or less full, of some part of the world,—and I set about proving it. I had a number of maps of New Bern, ten inches square, and I gave one to each child. Then half of us (the other half went next day) took our hats and cloaks and started out to see if our maps were correct. As I said, we were on the railroad. So we first went to the sidewalk, placed our maps on the ground in the proper position, and found out just where we were. Then we followed the railroad to the river, stopping at every crossing, placing our maps, and finding ourselves. The Trent river bounds New Bern on the south, so we turned toward the east and followed it, finding every dock and wharf faithfully marked on our maps. We soon came to its junction with the Neuse, which bounds New Bern on the east, so we went up the bank of the Neuse some distance, till, being convinced that, if our maps were perfectly correct so far they must be correct throughout, we made a cross-cut through the town, back to the school. After that I could put into their hands any map, and they could understand it and work with it.

After some days' work on the map of North Carolina, in the sand pan and on their tablets, I put into the hands of each child a globe,—one of those little pasteboard globes six inches in diameter and properly inclined on its axis. For now they were to learn that the world is round, its relations to the sun, moon and stars, and the relations of the different parts of the world to each other. I first told them that the world was round, then showed them the five oceans, noted the difference in coloring for land and water. Showed them North America, and asked who could find any islands, peninsulas, straits, etc., paying no attention to names. Then I told them of the north and south poles, that the earth turns over every day, and that it turns toward the sun, which, so far as we can perceive, stands still. To prove this, I lit a candle and turned a globe over and over toward it. They soon understood day and night, and, by moving the globe around the candle, still keeping it turning, I was able to make clear to them the causes of the seasons, as well as the long days of summer and the short days of winter.

Right here we must take plenty of time. Don't hurry. You cannot be too clear or give too many proofs. They are hunting for new places on the globes and spelling out the names. Answer their questions but don't go into those things too hurriedly. To explain the moon, I took a hand

mirror and from the window caught the rays of the sun and threw the reflection.

At this point, I began my history lessons, and, though I had two separate periods for history, it would often have been hard for a visitor to tell which class was in progress. These two subjects are so inseparable that you must pardon a few history lessons just here.

For my first lesson I drew on the board a picture of the little boy, Columbus, watching the ships entering and leaving the harbor of Genoa. I told the children about the little boy and his home, let them find where he lived and on what sea he looked out. I told them the kind of people he lived among, their manners and customs. Then I told them how the wise men of those days thought the world was square and knew nothing of the great land in which we live. How, as Columbus grew to be a man, he still watched the ships come and go; and how, as he watched them, the thought came to him that the world must be round and could be sailed around. We stopped here to move a toy ship around a large globe to see if we thought Columbus was right. I told them how the great men laughed at him and how he went from city to city, but could find no people ready to help him nor any sailors willing to go with such a crazy man;—till at last, Queen Isabella pawned her jewels to buy him some boats and hire men for him. We had a picture of the Santa Maria. We found Spain, noticed that it was a large peninsula, and bounded it; found Palos, and how Columbus would have to go from his home to get there. Then we traced him across the Atlantic, found the Indians and their strange, new country, followed him back and forth till he was carried to Spain in chains, and then on to his death and last resting place.

I then told the children that after Columbus did not fall off the world, there were many who were anxious to come to this new country, and who did come. So we learned about the Jamestown colony and Capt. John Smith and Pocahontas. This took us first to England. Then we learned about the Pilgrims and the first Thanksgiving, the Quakers, our own Lost Colony and Virginia Dare, and the settlement of New Bern. I told the children that, during all this time, France and Holland and Spain had been sending colonies and explorers over (all these countries being hunted, bounded and described), but that England had kept on sending till there were thirteen colonies. I told them how these colonies had struggled and fought the Indians, but had worked hard and finally prospered, until England grew hard on them, would not let them manufacture their own goods nor buy nor sell from or to any country but England, taxed them without giving them any voice in the government. The colonists said this was tyranny, and they would not stand it. I told them of the "Boston Tea Party," of Paul Revere, of the "Liberty Bell," and of the long war. They learned the word patriot, and we put up a large cardboard on which we pasted all the pictures of patriots that we could find.

After the close of the war, we took up government, and put up a board for rulers. And thus we went on.

During this time, in the geography class, we had been drawing maps of these new places, and finding other places. We had found the great deserts, made one in the sand pan, with the little oasis. The children became greatly interested in Cuba, and realized that we are making history all the time. They followed Dewey to Manila, and could trace quickly every possible route from this country there.

This was my first experience in strictly primary work. It was delightful, and the method accomplished far more than I had hoped; for by the end of the second year, besides being perfectly familiar with what I have gone over, the children could draw well the maps of North Carolina, North America, South America, Africa and Australia, could trace the route from any seaport town to another, and could find, almost instantly, any of the principal seas, bays, gulfs, peninsulas, islands, straits and capes of the world. They knew the length, the breadth, and the coastline of their own state. They could locate its principal sounds, capes, lakes; its capital and principal state institutions, besides having some idea of its climate and forests. Of course their work had been greatly aided by their supplementary reading and literature.

The great work of a governor is to fashion the carriage and form the mind, to settle in his pupil good habits and the principles of virtue and wisdom; to give him, little by little, a view of mankind, and work him into a love and imitation of what is excellent and praiseworthy, and, in the prosecution of it, to give him vigor, activity and industry.—*John Locke.*

A Discussion of Certain Ideas of School Discipline.

J. D. EGGLESTON, JR., SUPERINTENDENT ASHEVILLE CITY SCHOOLS.

III. Spontaneity, Prescription, and Personality.

In a former article I protested against the too prevalent habit among Americans of decrying "the school of the past" in toto, and with a superciliousness and lack of discrimination that shows little modesty and less sense. One of the features of the past was the personality of the teacher, and in our modern system of rush and push, and in the terrible economy we are practicing in putting from fifty to eighty children to a room, and lock-stepping them to that myth known as "the average child," we are, I fear, removing them from the power of that personality. Should we remove them from it?

This brings us face to face with another phase of this subject. If the creed of those for whom Dr. Dewey has so ably spoken is to be accepted, then this personality has been greatly overrated. It will be necessary to go back a little, and see what Dr. Dewey's definition of the school is. Granting his premises, his conclusions are inevitable. Speaking of the school, Dr. Dewey says that, as he believes it "is primarily a social institution," "education . . . is a process of living and not a preparation for future living." He then says that "the school . . . should simplify existing social life," but does not stop to show how the school is to do this. He then makes this statement: "I believe that the school life should grow gradually out of the home life . . . ." Here is his next step:

"I believe that under existing conditions far too much of the stimulous aud control proceeds from the teacher, because of neglect of the idea of the school as a form of social life.

"I believe that the teacher's place and work in the school is to be interpreted from this same basis. The teacher is not in the school to impose certain ideas or to form certain habits in the child, but is there as a member of the community to select the influences which shall affect the child and to assist him in properly responding to these influences.

"I believe that the discipline of the school should proceed from the life of the school as a whole, and not directly from the teacher.

"I believe the teacher's business is simply to determine, on the basis of larger experience and riper wisdom, how the discipline of life shall come to the child."

We readily grant Dr. Dewey's first propsition that "too much of the stimulus and control proceeds from the teacher," but if the school life is to grow out of the home life, out of whose home life should it grow? We all know that the average home cannot be taken as a model from which to continue the school, even granting Dr. Dewey's contention as to the community life of the school. Rather, it is essential that the school implant ideals that will carry their refining influences back to the homes. Who will be so rash as to say that the average home, without the influence of the school, is a training school for an ideal citizenship? Whose home? We know that there are many homes where cuffs and blows reign, rather than gentleness and kindness. In a room of fifty children, how many come from homes where love and peace and happiness reign in a perennial trinity? Worse still, the sad fact confronts us that many of those who formerly took some trouble to train their children, have, since the school has come so prominently into our social life, thrown over the entire responsibility of training and guidance to the teacher. I say "sad fact," because no training can or should take the place of proper home training.

Some of us cannot agree with Dr. Dewey that "education . . . is a process of living, and not a preparation for future living." *It must be both.* He has swung too far in this statement. If all the education of childhood, in school and out, is not both "a process of living" and "a preparation for future living," what in the name of reason is it? What is the school for? To develop character and to prepare the child to meet the requirements of life, now and in the future. There should be physical and mental training, the very best of each; but that school is, in my judgment, a failure in that which is most important if it does not have a direct influence in helping the good influences and emotions of a child to result in actions, and these to grow into fixed habits.

Superintendent L. H. Jones, of the Cleveland, Ohio, schools, says: "Character . . . is admittedly the highest end of education." Dr. William T. Harris says practically the same thing, and Dr. Dewey tells us that "if we can only secure right habits of action and thought, with reference to the true, the good, and the beautiful, the emotions will for the most part take care of themselves." How

can this be done without direct training and guidance? And if this is not "a preparation for future living" as well as "a process of living," what shall we call it?

We are told that the teacher is in the school "as a member of the community to select the influences which shall affect the child and to assist him in properly responding to these influences." Next, that "the discipline of the school should proceed from the life of the school as a whole, and not directly from the teacher." Next, that "the teacher's business is simply to determine how the discipline of life shall come to the child." Now, a creed should be as exact as language can make it; there should be no statement that does not at once reconcile itself with every other statement, whether it precedes or follows. In the statements which have been quoted, Dr. Dewey does not seem to me to have been so exact. How would he reconcile the last statement quoted with his definition of a school?

Dr. Dewey may not mean to do so, but he greatly underrates the personality of the teacher. That discipline which leads a child to discipline or govern or master himself is the kind that should be kept in view constantly by teacher and parent. Is not a strong personality wanted here? Children spend most of their time doing two things, discovering and imitating. In the first, without direct guidance or direction, what can they do? In the second, what more important than the strong personality that should be an example for imitation? Had I to choose, I would not hesitate to send a child to a school where strong personality of an upright character would influence the child, even though the knowledge of the contents of the books were not acquired, rather than send him to one skilled in mental training, but colorless so far as moral influences were concerned. I utterly decry the unnecessary autocracy against which Dr. Dewey is evidently speaking, but it will be an ill day when we cast to the winds the experience and wisdom of a superior mind and character, and leave to the children the main development of "the life of the school."

In discussing the transcendant importance of developing the "divinely implanted soul," John S. Clark well says: "Above all do we need the help of the finest obtainable personolity in the teacher;" and Dr. Spring, writing of Mark Hopkins, says, "Now, whatever may be said of pedagogical ideals and apparatus, there is one fact in education that has remained essentially unchanged from age to age. This fact is the personal—the native, the indefinable something in the teacher that wins and inspires the pupil" The famous saying of President Garfield is too well known to quote, and Emerson has said that "it matters little what you learn, the question is with whom you learn."

An illustration may be pardoned. The two men outside of my family who had most to do with influencing me for good were the school teacher of my boyhood days and one of the college professors under whom I learned little in book knowledge. They influenced me not because of anything they taught me in the classroom, but because they had personalities that I loved and admired intensely. The one, James R. Thornton, is living—a splendid type of Christian manhood; the other, Lewis H. Holladay, is gone. Let me speak of the latter briefly as an illustration of what I mean by the personality of the teacher.

Always retiring and modest—and as quiet as he was permitted to be—he had this quality of personality to such an extent that it permeated everything with which he had anything to do. For myself, I could not dissociate the college from Professor Holladay, and vice versa. So marvelous was his influence among the college students that the institution and the man separated were to me unthinkable. I cannot say that no student ever failed to love, admire and respect him, but I never knew one that did not have these feelings for him. I have often asked myself, how he had such an influence. One might ask the same question about Agassiz, or Arnold of Rugby, or James H. Carlisle of Wofford. It was not what the man knew; it was what he was. He was a man of brilliant attainments. His record at college, I have been told, has never been equalled, and one of his classmates said to me a few years ago that a member of his class did not ask from a professor the solution of the most abstruse problem or the translation of the most difficult problem in Latin or Greek if Louis Holladay was near.

But it was not these attainments that gave him his influence. He was greater than all these. No boy in trouble ever found a kindlier sympathy awaiting him—yea, even seeking him out—than Professor Holladay's. He could rebuke most sternly, but the culprit knew that the rebuke was just, and that it was given in sorrow, and without a trace of harshness or bitterness. As a youth at college, I often said to myself with joy, "I believe

Professor Holladay likes me;" and I doubt not but every other boy thought and felt the same thing for himself.

We are not too old to know the power of love in the teacher of the past. In the present rush for mere knowledge, the modern teacher is too prone to forget this greatest attainment, if indeed he has ever given it a thought; and too seldom does some powerful Great Heart like Lewis Holladay cross the path of our lives, breathe inspiration into our sleeping souls, and pass away, while we who had the precious privilege of having known and loved him, erect in our hearts imperishable monuments to his memory.

This is the kind of personality we need in every school-room. Has not the experience of all of us been the same? Were not the teachers that influenced us most the ones that we loved and admired most? And nothing wins the love of a child and holds it except that rare mingling of patience and gentleness and love with justice and firmness and self-mastery that makes the ideal personality. A child may hate a rough autocracy, but he has the most unutterable contempt for a gelatinous goodness.

To sum up: In our search for better things let us not give place—no, not for a moment—to any will-o'-the-wisp theory which, professing to be a shining light to guide us into the very temple of Truth, will lead us into the miasmatic swamps of Folly. We cannot afford to be led into such a quagmire because some have rushed in and at every turn of their course stuck up large sign-boards on which they have written in bold letters: "This way is Progress!"

To quote Dr. Seerley: "We are too long in the wilderness of theory and experiment, following imprudently any *ignis fatuus* appearing on our horizon. Some things ought to be settled; some ideas ought to be true; some theories ought to be practical and conclusive."

Is there not some danger that we will on the one hand waste our time and the precious time of the children by childishly running after every new toy of opinion and every bright-colored butterfly of theory that meets our vision, and on the other hand stop any real progress that we may be making by becoming absorbed, like the Hindoo philosopher, in the contemplation of our own navels? In all things, it is important that we remain tied to the peg of common sense.

I may ask here if it is not a very necessary thing for a child to learn at school to have a wholesome respect for law. It is equally necessary that the laws be just and reasonable, and justly and reasonably administered. A judge who, in administering the law, would show bad temper, use harsh words and tones, scold and show a disposition to "get even," or use sarcasm towards the prisoner at the bar, would not be thought fit for the bench. A teacher cannot afford to be less impartial, less just or less dignified than the judge. The child who does not learn the reasonableness and the necessity of law in the school-room goes from the school-room unfitted for citizenship, and dangerously near moral anarchy.

Let us hear in sane language the conclusion of the whole matter from one to whom thousands of teachers look up with love and admiration and reverence. Dr. Wm. T. Harris says: "School education and all educatien is a delicate matter of adjustment, inasmuch as it deals with two factors, spontaneity and prescription. The latter tends to determine the whole individual by the requirements of the social whole. The former tends to make the child a bundle of caprice and arbitrariness by giviug full course to his spontaneity or self-activity. The concrete rule of pedagogy is, to keep in view both sides, and to encourage the child to self-activity only as the same is rational, that is to say, . . . it enforces prescription upon a child only in so far as the same is healthful for the development of his self-activity."

National Educational Association, Charleston, S. C., July 7-13, 1900.

PROGRAMMES—GENERAL SESSIONS.

(*All general sessions in the Thompson Auditorium.*)

TUESDAY AFTERNOON, JULY 10—OPENING SESSION.

Addresses of Welcome:

His Excellency Miles B. McSweeney, Governor of South Carolina.

Hon. John J. McMahan, State Superintendent of Public Instruction.

Hon. J. Adger Smyth, Mayor of Charleston.

Henry P. Archer, Superintendent of Charleston schools.

Responses:

Dr. Wm. T. Harris, Commissioner of Education of the United States.

Dr. E. Oram Lyte, Principal of First Pennsylvania State Normal School.

J. W. Carr, Superintendent of City Schools, Anderson, Ind.

J. A. Foshay, Superintendent of City Schools, Los Angeles, Cal.

Presiden's Address—President O. T. Corson.

TUESDAY EVENING, JULY 10.

The Small College:

I. Its Work in the Past—President W. O. Thompson, Ohio State University.

II. Its Prospects—President W. R. Harper, University of Chicago.

WEDNESDAY MORNING, JULY 11.

Contributions of Religious Organizations to the Cause of Education.

I. By the Baptist Church—President Oscar H. Cooper, Baylor University, Texas.

II. By the Methodist Church—Rev. H. M. Du Bose, D. D., General Secretary of the Epworth League, M. E. Church, South.

III. By the Catholic Church—Dr. Conde B. Pallen, St. Louis, Mo.

WEDNESDAY EVENING, JULY 11.

I. Booker T. Washington, President of Normal and Industrial Institute, Tuskegee, Ala.

II. President Joseph Swain, University of Indiana.

THURSDAY MORNING, JULY 12.

The Problem of the Grades.

I. The Problem of Discipline—Miss Gertrude Edmund, Principal of Teachers' Training School, Lowell, Mass.

II. The Problem of Classification and Promotion—Miss Elizabeth Buchanan, Kansas City, Mo.

III. The Problem of Instruction—Mrs. Alice Woodwort Cooley, Supervisor of Primary Grades, Minneapolis Minn.

THURSDAY EVENING, JULY 12.

It is expected that the programme for this evening will includ an address by President McKinley and others, if th President finds it possible and consistent with the dutie of his office to be present.

FRIDAY MORNING, JULY 13.

Some Relations of Literature to Education.

1. The Influence of Poetry on Education from the Basis o Aesthetics—President Wm. M. Beardshear, State Colleg of Agriculture and Mechanic Arts, Ames, Ia.
2. The Value of English Literature in Ethical Training—B Principal Reuben Post Halleck, Boys' High School Louisville, Ky.
3. Educational Values in Literature—By Dr. Martin G Brumbaugh, Professor of Pedagogy, Udiversity of Penn sylvania, Philadelphia, Pa.

FRIDAY EVENING, JULY 13.

Addresses.

1. What Manner of Child Shall this Be?—By Hon. G. R Glenn, State Superintendent of Public Instruction, At lanta, Ga.
2. (Subject to be supplied)—Geo. B Cook, Superintenden of City Schools, Hot Spring, Ark.

AMERICAN BOOK COMPANY

STANDARD BOOKS FOR SCHOOLS

Baldwin's School Readers
Eight Books - Five Books
Natural Geographies
Elementary, $ .60; advanced, 1.25
Milne's Arithmetics
Elements, $ .30; Standard, .65
Milne's Grammar School Algebra, $ .50
Rice's Rational Spelling Book
Part I, $ .15; Part II, .20
Patterson's American Word Book, $ .25
Metcalf's Grammars
Elementary English, $ .40; English Grammar, .60
Lyte's Language Series
Elementary English, $ .85; Elements of Grammar and Composition, .50; Advanced Grammar and Composition, .75.
Field's Grammar School History of the United States, $1.00
Barnes's National Vertical Penmanship
Eight Books, per dozen, $ .75
Charts, per set, 1.50
Natural Course in Music
Full Course—Seven Books and Charts
Short Course—Two Books
Overton's Applied Physiology
Primary, $ .30; Intermediate, .50; Advanced, .80.

NEW SCHOOL OF METHODS 1900
For All Interested in Education

Hingham, Mass., July 16-27. Chicago, Ill. August 20-31.

INSTRUCTORS:

MUSIC:
F. H. Ripley, Thomas Tapper, W. H. Neidlinger, Miss J. E. Crane, Mrs. E. A Thomas, W. S. B. Mathews, Miss N. C. Love, H. E. Dann, Mrs. Jessie L. Gaynor, Mrs. Mary Gregory Murray.

ETHICS, PEDAGOGY, AND PHILOSOPHY:
William De Witt Hyde, D. D., LL. D., Emil G. Hirsch, Ph. D., Edward Howard Griggs, Ph. D., W. N. Hailman, M. A., S. T. Dutton, A. B.

ENGLISH LITERATURE:
William J. Rolfe, Litt. D.

GEOGRAPHY:
J. W. Redway, F. R. G. S.

MATHEMATICS:
M. A. Bailey, A. M.

DRAWING:
Miss Josephine Hartwell, Miss Frances E. Ransom.

PHYSICAL CULTURE, READING, AND DRAMATIC EXPRESSION:
Mrs. Henry E. Fisk, Miss Agnes F. O'Neil.

For full information regarding these books and the NEW SCHOOL OF METHODS, send to

AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA PORTLAND, ORE.

Departments.

The National Council of Education will hold its meeting July 7, July 10.

Kindergarten Education.

WEDNESDAY AFTERNOON, JULY 11.

1. President's Address—Mrs. Maria Kraus-Boelté.
2. A Mother's Advice to Kindergartners—Mrs. Clarence E. Meleney.
3. The Need of Kindeagartens in the South—Philander P. Claxton.
4. The Kindergarten Gifts and Occupations and their Educational Value—Miss Harriet Niel.

THURSDAY AFTERNOON, JULY 13.

1. Froebel's Mother and Cosseting songs, with Practical Illustrations—Miss Mary C. McCulloch.
2. The Kindergarten and the Primary School in their Relation to the Child and to each Other—Miss Emma A. Newman.
3. The Educational Use of Music for Children under the Age of Seven Years—Miss Marie Ruef Hofer.

Elementary Education.

THURSDAY AFTERNOON, JULY 12.

Nature Study in the Public Schools.

1. General Presentation—D. Lange.
2. In the Primary Grades (to be supplied.)
3. The Geographical Phase—Dr. Jacques W. Redway, F. R. G. S.

FRIDAY AFTERNOON, JULY 13.

1. Eng'ish in the Grades—Superintendent A. A. Reed.
   Discussion—Mrs. Sarah D. Jenkins.
2. The Elimination of the Grammar School—Otis Ashmore.
   Discussion—John R. Kirk.

Secondary Education.

WEDNESDAY AFTERNOON, JULY 11.

1. To What Extent Should the Pupil in the High School Be Allowed to Choose His Studies –Principal Wm. J. S. Ryan.
   Discussion opened by A. H. Nelson.
2. How Shall We Teach Our Pupils the Correct Use of the English Language?—Oliver S. Wescott.

THURSDAY AFTERNOON, JULY 12.

A joint session of the Higher and Secondary Departments is to be held to consider the report of the committee on College Entrance Requirements, referred to the meeting this year by the joint session held in Los Angeles in 1899.

Higher Education.

1. The Satisfaction of Being a College President—President Charles F. Thwing.

GOOD TEXT-BOOKS ARE THE TEACHER'S ASSISTANTS.

TEACHERS who are looking for First-Class Text-Books should consult the following list:

Lippincott's Arithmetics.
Mental, Elementary and Practical.

Morris's U. S. Histories.
Three well-graded Books.

Lippincott's Science Series,
Including Physiologies, Elementary Science, Natural Philosophy, Astronomy and Chemistry.

Worcester's Dictionaries--Unabridged and School Dictionaries.

FOR SUPPLEMENTARY READING--MORRIS'S HISTORICAL TALES.

Teachers and School Officers, if any of your text-books are not giving satisfaction, and you are thinkiug of making a change, write to us for exchange and introduction terms. We offer special inducements on introduction orders.

J. B. LIPPINCOTT CO.,
624 CHESTNUT STREET, PHILADELPHIA.

2. Higher Education and the State—President Joseph Swain.

Discussion led by Chancellor J. H. Kirkland.

FRIDAY AFTERNOON, JULY 13.

1. The Scope and Mission of the Land Grant Colleges in America—President Wm. M. Beardshear.

Normal Schools.

WEDNESDAY AFTERNOON, JULY 11.

The Normal School Problems of the South.

1. Training of Teachers for White Schools—Charles D. McIver.
2. Training of Teachers for Negro Schools—Rev. H. B. Frizzell.
3. Training of Teachers for Cuba and Puerto Rico—Victor S. Clark.

Discussion. Hon. G. R. Glenn and Booker T. Washington.

FRIDAY AFTERNOON, JULY 13.

The Training of Teachers for Secondary Schools.

Professor G. W. A. Lucky, President Livingstone C. Lord, Superintendent Charles B. Gilbert. Discussion. John R. Kirk, J. F. Millspaugh.

Manual Training.

WEDNESDAY AFTERNOON, JULY 11.

President's Address—The Relation of Manual Training to Trade Education. Charles H. Keyes.

Character, Content and Purpose of the Course in Manual Training for Elementary Schools.

President Francis W. Parker, Professor Charles R. Richards, Gustav Larsen.

THURSDAY AFTERNOON, JULY 12.

High School Courses in Manual Training.

J. H. Van Sickle, Charles B. Howe, B. A. Lenfest.

Art Education.

WEDNESDAY AFTERNOON, JULY 11.

1. President's Address—Miss Frances E. Ransom.
2. Art in Everything—Francis W. Parker.

Discussion by Miss Katherine Kopman.

3. Picture Study, Its Relation to Culture and General Education—Miss Estelle Potter.

Discussion by Fred J. Orr and Miss Gertrude M. Edmund.

THURSDAY AFTERNOON, JULY 12.

1. Relative Value of Pencil Drawing and Water Color Work in Public Art Instruction—Miss Bonnie Snow.

Discussion by John S. Ankeny.

2. The Relation of Nature Study to Drawing in the Public Schools—James M. Stone.

Music Eudcation.

WEDNESDAY AFTERNOON, JULY 11.

1. Common Sense as an Aid to the School Music Supervisor—Sterrie A. Weaver. (Two papers to be supplied.)

The University of North Carolina

SUMMER SCHOOL.

BEGINS JUNE 12th, 1900.
Continues 4 Weeks.

Twenty Well-Known Instructors.

Instruction in Every Department —Primary, High School, Academic.

University Summer Term

Begins June 12, 1900. Continues 12 weeks.

Twenty courses of Regular University Instruction.

Rates Summer School for Teachers, $6.00.

Summer Term of the University, tuition, $20; registration, $5.

Members of the Summer School during the four weeks it is in session, may attend the Summer Term classes free of charge.

For circulars giving full information as to board and courses of study, address,

PRESIDENT ALDERMAN,
or M. C. S. NOBLE,
Supt. University Summer School,
CHAPEL HILL, N. C.

WEST VIRGINIA UNIVERSITY

THE SUMMER QUARTER

Begins June 21st and ends September 1st . . . . .

Courses will be given in almost all subjects. In addition to the regular courses there will be a large number of free entertainments and special lectures and courses by eminent specialists from other institutions, such as President Gunsaulus, of Armour Institute, President Draper, of the University of Illinois, President Mendenball, of Worcester Polytechnic Institute, President Thwing, of Western Reserve University, Professor Scripture, of Yale University, and President Bashford, of Ohio Wesleyan University.

Teachers will find courses that will exactly meet their wants. Summer quarter work counts toward a degree the same as work in any other quarter. Expenses are low. The circular of announcements will be sent upon application to

JEROME H. RAYMOND. President,
Morgantown, W. Va.

YOU WANT HEALTH?

Go to Asheville, N. C.

YOU WANT PROSPERITY?

Attend the **ASHEVILLE BUSINESS COLLEGE.** Established 1892. Hundreds of graduates filling responsible positions. Special inducements to those who take a full Diploma Course.

For full information, write

H. S. Shockley, Principal,

Asheville, N. C.

WANTED—A position by a young lady having a full diploma from a Southern Seminary. Six years experience in the public schools. Can teach French and German, also Book-keeping. A position in a high school is preferred. References and testimonials on application. Address, XY, P. O. Box 283, Salisbury, N. C.

JOS. J. STONE,
JOB PRINTER,
GREENSBORO, N. C.

Specialty of School Work of all kinds. A trial order solicited.

In dealing with advertisers please mention the North Carolina Journal of Education.

THURSDAY AFTERNOON, JULY 12.

1. What Music Should Be Taught in the First, Second and Third Grades—Miss Annie M. Allen.
2. Should the Study of Music in Public Schools be Taught from the Song to the Exercise?

Discussion. Affirmative—C. H. Congdon, Chicago, Ill. Negative—(to be supplied.)

Business Education.

THURSDAY AFTERNOON, JULY 12.

1. Addresses of Welcome—Professor A. L. Stokes, Principal of Richmond's Business College, Charleston, S. C. James M. Seignious, Charleston, S. C., representing the business men of Charleston.
2. Response and President's Address—Carl C. Marshall, Editor of *Learning by Doing*, Battle Creek, Mich.
3. The Consent and Educational Value of a Course for a Secondary School of Commerce—Dr. Cheesman A. Herrick.
4. Should Our Colleges and Universities Educate Men Especially for Business? Woodford D. Anderson.
5. The Commercial High School Course—Willram E. Doggett.
6. Profitable Publicity; a Study of Advertising as Applied to Business Colleges—Willard J. Wheeler.

FRIDAY AFTERNOON, JULY 13.

1. The Commercial High School a Legitimate Part of the University—D. M. Willis.
2. The Advantages and Difficulties of Introducing the Commercial Branches in Grammar and High Schools—Dr. H. M. Rowe.
3. Essentials of Modern Business Penmanship—F. L. Haeberle.
4. School and Business Arithmetic; Their Limitations and Improvements—Edward W. Stitt.

Child Study.

WEDNESDAY AFTERNOON, JULY 11.

1. President's Address—Acting President Thomas P. Bailey.
2. A Criticism on Herbart's Psychology as a Basis for Pedagogy—Miss Margaret Shallenberger.
3. Is there a Nationality Problem in Our Schools—Miss Marion Brown.

THURSDAY AFTERNOON, JULY 12.

1. Paper (subject to be supplied)—Professor Earl Barnes.
2. A Study in Musical Interpretations—H. E. Kratz.

Physical Education.

1. The Place of Physical Education in an Organic System of Education—(To be supplied)
2. An Exhibition of Gymnastic School Work.

THE CHICAGO INSTITUTE
ACADEMIC AND PEDAGOGIC
Summer School for Teachers.
Six Weeks. Beginning Monday, July 2, and Closing Friday, Aug. 10. Open to All.
COL. FRANCIS W. PARKER AND THE HEADS OF TEN DEPARTMENTS FORMERLY OF THE COOK COUNTY NORMAL C CLLG
A full corps of Instructors and excellent facilities | Unequaled attractions for teachers and others who wish to combine recreation and summer study. Daily Model School. Write for circulars and information, addressing the Director, | Lincoln Park and the shores of Lake Michigan
603 MARQUETTE BUILDING, CHICAGO.

HARVARD UNIVERSITY
SUMMER SCHOOL.
July 5 to August 15. Fifty-two courses in Arts and Sciences.
The work is especially adapted to the needs of teachers. Women as well as men admitted to all the courses except in Engineering and in Geological Field-Work. For pamphlet containing description of the courses and statement of expenses, apply to
J. L. LOVE, Clerk, Cambridge, Mass. N. S. SHALER, Chairman.

Study Medicine, Pharmacy, AND Dentistry In Summer at Chicago.
The Illinois Medical College.
Summer School.
Medical Course, four years, January 1st to October 1st. Each session nine months, divided into 3 terms. Two terms attendance constitutes one year's credit. Dentistry three years, seven months each, March 1st to October 1st, Pharmacy two years, six months each, April 1st to October 1st. For particulars write
HEMAN H. BROWN, Sec., 103 State Street, Chicago.

SCHOOL DESKS.
Blackboards, Maps, Globes, Charts, Crayon, Erasers, &c.
EVERYTHING FOR SCHOOLS.
Send for catalogues and quotations on whatever you want.
Chas. J. Parker, Gen. Agt., Raleigh, N. C.

WAKE FOREST
Summer Law School
The next session of the Wake Forest Summer Law School will begin June 18, 1900, and will continue until the September examinations in Supreme Court. The lectures will cover the entire course prescribed by the Supreme Court. Every law student in North Carolina will find it to his advantage to study law at Wake Forest. For further information address
N. Y. GULLEY, Wake Forest, N. C.

MARTHAS VINEYARD SUMMER INSTITUTE,
Cottage City, Mass.
Five hundred students. Forty Instructors.
Send for 64-page circular.
William A. Mowry, Hyde Park, Mass.

In dealing with advertisers please mention the North Carolina Journal of Education

FRIDAY AFTERNOON, JULY 13.

1. German Contributions to School Gymnastics—C. F. E. Schultz.
2. Swedish Contributions to School Gymnastics—(To be supplied.)

Science Education.

THURSDAY AFTERNOON, JULY 12.

Nature Study and the Biological Sciences.

1. President's Address—How can the Relation Between Advanced Science in the College and University and Nature Study in the Graded Schools be Rendered More Mutually Helpful? Acting President Charles B. Wilson.
2. For the College and University--(to be supplied.)
3. For Graded Schools—Miss Katherine E. Dolbear.
4. For Normal Schools –(To be supplied.)

FRIDAY AFTERNOON, JULY 13.

Physics and Chemistry.

1. Address—(Subject to be supplied)--H. C. White.
2. Address—John Daniel,
3. Chemistry in the Schools—F. P. Venable.

School Administration.

THURSDAY AFTERNOON, JULY 12.

1. Address of Welcome—Hon. Charles H. Simonton.
2. Response—President Edward E. Barthell.
3. School-House Architecture—C. H. Parsons.
4. One Man Power in School Administration—Graham Harris.
5. School Administration Poblems in the South—Israel H. Peres.

FRIDAY AFTERNOON, JULY 13.

1. The Relation between Board and Teachers—Dr. W. A. Hunt.
2. Manual Training—C. M. Woodward.
3. Teachers Salaries—How Graded—Judge R. L. Yeager,
4. School Board Organization—Hon. Hoke Smith.

Library Department.

WEDNESDAY AFTERNOON, JULY 11.

1. How to Direct Children's Reading—Miss Mae E. Schreiber.

FRIDAY AFTERNOON, JULY 13

1. The Greater School, or the School Plus the Library Greater than Either--H. L. Elmendorf.
2. Library Extention with Special Reference to the Traveling Library Movement—Mrs. Eugene B. Heard.

NEW CLOTHING STORE....

We take pleasure in announcing that we have opened a new and up-to-date

CLOTHING, HAT AND . . .
FURNISHING GOODS STORE.

New building and all new goods, new firm, new prices, and a new way of doing business. We sell at ONE PRICE AND CASH TO ALL. Can fit any size and shape. We have the largest stock in North Carolina. Wholesale and retail. Suits made to measure.

VANSTORY CLOTHING COMPANY,

236 and 238 South Elm St., GREENSBORO, N. C.

The Educational Bureau Established 1891.

Secures positions for teachers. One fee entitles to Life Membership. Recommends competent teachers to schools and families without charge.

During 1899 we secured positions in the following States for our members: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Pennsylvania, Tennessee, Texas, Virginia. Positions filled included almost every grade of work from college presidency to governess. Largest salary secured, $2,300 per year; smallest, $8 per month with board.

During the present year, up to date as heard from, we have located members in Virginia, Kentucky, Tennessee, Arkansas, Texas, Louisiana, Georgia, Alabama and the Carolinas. Business has far exceeded that of any previous year. We confideutly believe the Bureau has the best clientele of all Southern agencies. Judging from past experience, we shall have an opportunity at several hundred vacancies during the next four months, with quite a number now on file. We are in a position to be of valuable service to competent teachers and schools, and respectfully invite full and confidential correspondence.

CHARLES J. PARKER, Manager,

June 1st, 1900. RALEIGH, N. C.

WANTED—FIFTY BOYS—HIGH-TONED, MANLY BOYS—
AT THE
FISHBURNE SCHOOL, WAYNESBORO, VIRGINIA. . . .

English, Classical and Scientific Courses, with Military Training. Experienced Instructors; modern methods: beautiful location. Only boys of good character, free from use of bad language, cigarettes, etc., received. Write for catalogue.

JAS. A. FISHBURNE, A. B., Principal.

Oak Ridge Institute.

A Classical and Business School.

"The Largest and Best Equipped Fitting School in the South."
Summer Term opens June 4th.
Fall Term opens August 22nd.
Special rates to teachers.
For beautiful catalogue, address
J. A. & M. H. HOLT,
Oak Ridge, N. C.

Davidson College,

Davidson, N. C.

Sixty-fourth Year Begins Sept. 6th.

Classical, Mathematical, Literary, Scientific, Biblical, Commercial.

Courses offered for A. B., B. S. and A. M.

Terms moderate. Location healthful. Laboratories complete. Teaching thorough. Gymnasium equipped.
Send for catalogue.

J. B. SHEARER,
President.

The Texas Teachers' Bureau.

Is the oldest teachers' agency in the state. It has had 11 years' experience. For further particulars send two-cent stamp to MOORE & RUSSELL, Managers, Palestine, Texas.

In dealing with advertisers please mention the North Carolina Journal of Education.

Education For Deaf, Blind and Feeble-Minded.

Sub-Department for the Deaf.

WEDNESDAY AFTERNOON JULY 11.

1. President's Address—Warring Wilkinson.
2. The Growth and Development of Southern Schools for the Deaf—J. R. Dobyns.
3. The State of the Case—Miss Mary S. Garrett.
4. Recent Changes of Method in the Pennsylvania Institution for the Deaf—A. L. E. Crouter.
5. Statistics for Speech Teaching in American Schools—F. W. Booth.
6. Day School for Deaf, the Logical Outcome of Educational Progsess—Marion Foster Washburne.

Sub-Department for the Blind.

THURSDAY AFTERNOON, JULY 12.

1. The Lesson to be learned by the General Teacher from Experience in Teaching Arithmetic to the Blind—By Superintendent Frank H. Hall.
2. A Sketch of the Conceptions Entertained by the Better Professional Thought of the Day Concerning the Function of Schools for the Blind—Superintendent Dudley Williams.
3. The Higher Education of the Blind—J. E. Swearingen.

Sub-Department for the Feeble-Minded.

THURSDAY AFTERNOON, JULY 13.

1. Introductory Address—Miss Margaret Bancroft.
2. Is the Trainsng of the Idiot an Extravagance?—Miss Mary J. Dunlap.
3. What Treatment shall be Accorded a Dull or Feeble-Minded Child in the Public Schools?—H. M. Hesbden.

Indian Education.

This department will hold an extended institute of inspectors, supervisors, agents, superintendents and teachers in the service of the government department for Indian education, extending as per the following program from July 5-13, with recesses to avoid conflict with important sessions of the general association.

Discussions at all sessions of the Departments will be upon topics furnished by prominent Indian School workers in the United States, who will suggest the needs of their respective localities.

For futher imformation write to

W. K. TATE, Secretary
Local Executive Committee, Charleston S. C.
OSCAR T. CORSON President,
IRWIN SHEPARD, Secretary, Columbus, Ohio.
Winona, Minn.

7 PER CENT INVESTMENT.

TAXES PAID BY COMPANY.

OFFICERS.

J. C. Drewry, Prest
J. S. Wynne, V. Prest.
B. S. Jerman, Treas.
J. N Holding, Atty.
Geo Allen, Sec.
C. G. Latta,
W. S. Primrose.

Ten Year $100 Coupon Certificate, with 20 semi-annual coupons of $2 25 each, secured by real estate mortgage, are being sold for $85.00 cash, which gives a seven per cent. investment free of tax. Also monthly payment $100 certificates payable 100 months after date, with guaranteed protection and maturity of investment in case of death, are being sold for 100 payments of 80 cents. This gives a six per cent. per annum profit, besides valuable protection. A valuable investment for teachers. Write for particulars.

MECHANICS' & INVESTORS' UNION,
GEORGE ALLEN, Secretary, Raleigh, N. C.

WE WANT TO BUY



SOME COPIES OF

Wheeler's, Martin's, Caruther's and Williamson's Histories of North Carolina, Foote's Sketches of North Carolina, Hunter's Sketches of Western North Carolina and Heart of the Alleghanys.

There are many of these books thrown around in the homes in North Carolina that are worth more to us than to the owners. We shall be glad to have prices on any of them.

ALFRED WILLIAMS & CO.,
PUBLISHERS AND BOOKSELLERS, RALEIGH, N. C.

Summer of 1900 **Chicago Normal Summer School** Normal Park, Chicago.
Under the Auspices of CHICAGO BOARD OF EDUCATION.
THREE WEEKS Beginning Monday, July 2, and closing Friday, July 20. OPEN TO ALL
Faculty including the Heads of Departments in the Chicago Normal School.
FOURTEEN DEPARTMENTS. DAILY PRACTICE SCHOOL. Write for circular, addressing
DUDLEY GRANT HAYS, B 550 W. 60th Place, CHICAGO, Ill.

Teachers and employers should correspond with H. N. Robertson, Proprietor Robertson's Teacher's Agency, Equitable Building, Memphis, Tenn. Has filled vacancies in 19 States. Operates in every State. Faithful and efficient service.

EVERY TEACHER
SHOULD OWN A
Waterman Fountain Pen.
They are the best made. Send us $2.50 and we will send you one, postage paid, fully guaranteed. Address
WHARTON BROS.,
Greensboro, N. C.

EDUCATE YOURSELF to buy only the BEST MAKES OF **HARDWARE.**
We have them in almost endless variety and the prices are about what are asked for inferior goods. "The best is the cheapest" in hardware as well as other lines of goods. Call on us and be convinced. **Wakefield Hardware Co.**

E. R. MICHAUX, M. D.,
Practicing Physician,
301 S. Elm St., Greensboro, N. C.

CHAS. ROBERSON, M. D.,
Over Greensboro National Bank,
GREENSBORO, N. C.

In dealing with advertisers please mention the North Carolina Journal of Education.

Normal and Collegiate Institute.

Asheville, N. C.

Under care of Northern Presbyterian Church, second term opening February 1st, 1900.

Offers to young women four thorough courses of study.

Under fifteen teachers and officers who are experts.

Site unrivaled for healthfulness and beauty.

State exempts graduates from Teacher's Examinations.

Board and Tuition $100 per year, or $50 per term or half year.

For catalogs, address

Rev. Thomas Lawrence, D. D.

Cornell University

Summer School.

July 9 to August 16, 1900.

Fifty-two Professors and Instructors give a total of eighty-three courses.

The instruction is suited to High School and other teachers, and to Professors, graduates and undergraduates of Colleges.

A single tuition fee of $25 for the entire Summer Session is charged.

Ithaca summer temperature is but little higher than that experienced at Summer Lake and Lake George.

For full announcement and book of views, address, THE REGISTRAR,
Cornell University, Ithaca, N. Y.

SUMMER SCHOOL.

Kindergarten Normal School.

GALESBURG, ILLINOIS.

Will open June 11 and close July 6. Our specialty is teaching public school teachers how to apply kindergarten methods to the various grades of public school work.

M. EVELYN STRONG, Principal.
ADDIE B. ROBERTSON, Sec.

Summer Preparatory School.

Chapel Hill School.

Chapel Hill School offers as a part of its regular year's work a Summer Term of twelve weeks, beginning June 26th and closing September 26th.

This term will be of special value to students wishing to complete their preparation for the University, and to public school teachers who wish to prepare for college. For announcements and catalogue write to the principal.

J. W. CANADA,
Chapel Hill, N. C.

Don't fail to renew promptly your subscription to the NORTH CAROLINA JOURNAL OF EDUCATION. Subscription price $1.00 a year.

THE

Pratt Teachers' Agency

Recommends college and normal graduates, specialists, and other teachers to colleges, schools, and families.
Advises parents about schools.

WM. O. PRATT, Manager,
70 Fifth Ave., - - - New York.

THE FISK TEACHERS AGENCIES.

Southern Office,

1505 Pennsylvania Avenue,

Washington, D. C.

Other offices in Boston, New York, Chicago, Minneapolis, Denver, San Francisco, Los Angeles, and Toronto, Canada.

Send for manual.

TEACHERS!

Do you wish to make your vacation earn something? We want a few good men. To such we will make a liberal proposition for employment in a business—dignified, exceptional and also permanent if mutually satisfactory. If you mean business, write promptly.

W. B. MacCLAIN,
Jennings Building, Memphis, Tenn.

C. F. THOMAS,

Job Printer,

GREENSBORO, N. C.

School and Commercial Work a Specialty.

School Catalogues in best style.
Prices as low as consistent with good work.

The Journal is a specimen of our work.

American Song Birds

25 beautiful pictures
in colors by Ridgway

FREE.

Apply only to our local salesroom.

THE SINGER MANUFACTURING CO.
Salesrooms in every city.

Don't fail to renew promptly your subscription to the NORTH CAROLINA JOURNAL OF EDUCATION. Subscription price $1.00 a year.

25 HARPER'S BLACK AND WHITE PENNY PRINTS FREE!

25 Prints cost	$1.25	
By our method 25 "	1.00	
Gain,	.25	
Or 25 Prints for	.00	

1000 subjects from which to select including the most complete collection of modern Paintings and Portraits known.

We will send you 25 Harper's Black and White Penny Prints absolutely free, postpaid, in the following way.

Cut out this advertisement, send it to us with your name and address; we will then send you a book of five coupons, each Coupon entitling the holder to 25 Harper Penny Prints and a book of five similar Coupons. Sell four of these Coupons at 25c each; send the five Coupons and $1.00 to us; four coupons signed by purchasers with addresses, and the fifth signed by yourself. We will then mail to each address, including yours, 25 Harper Penny Prints, and a book of five Coupons like Coupon Book entitling the holder in turn to sell four Coupons and obtain 25 Harper Penny Prints free for the fifth Coupon, on forwarding the Coupons and $1 to us. In this way you and your friends can obtain a set of Harper Penny Prints absolutely free. Etc.

If you desire, sell the five Coupons; retain 25c, and send the five Coupons to us with $1, when we will send 25 Prints and a Coupon Book to each of the five purchasers; and a new Coupon Book to you. This way you can earn a neat sum in selling to your friends.

48-page Harper Catalogue, containing eight full page illustrations, 5c.

THE HELMAN-TAYLOR ART CO.,
372 Fifth Avenue, New York City.

BEST BUSINESS Schools
American
Arithmetic, Bookkeeping, Commercial Law, Penmanship, Commercial Geography, Banking, etc., thoroughly taught at Eastman, Poughkeepsie, N. Y., and the New York Business Institute, 81 East 125th St., New York City.

EASTMAN Poughkeepsie, N. Y. secures situations for graduates of complete business course. Bookkeeping, Shorthand, etc., taught by mail or in person. No vacations. Expenses low. Send for catalogue—free. C. C. GAINES, Box—, Poughkeepsie, N. Y.

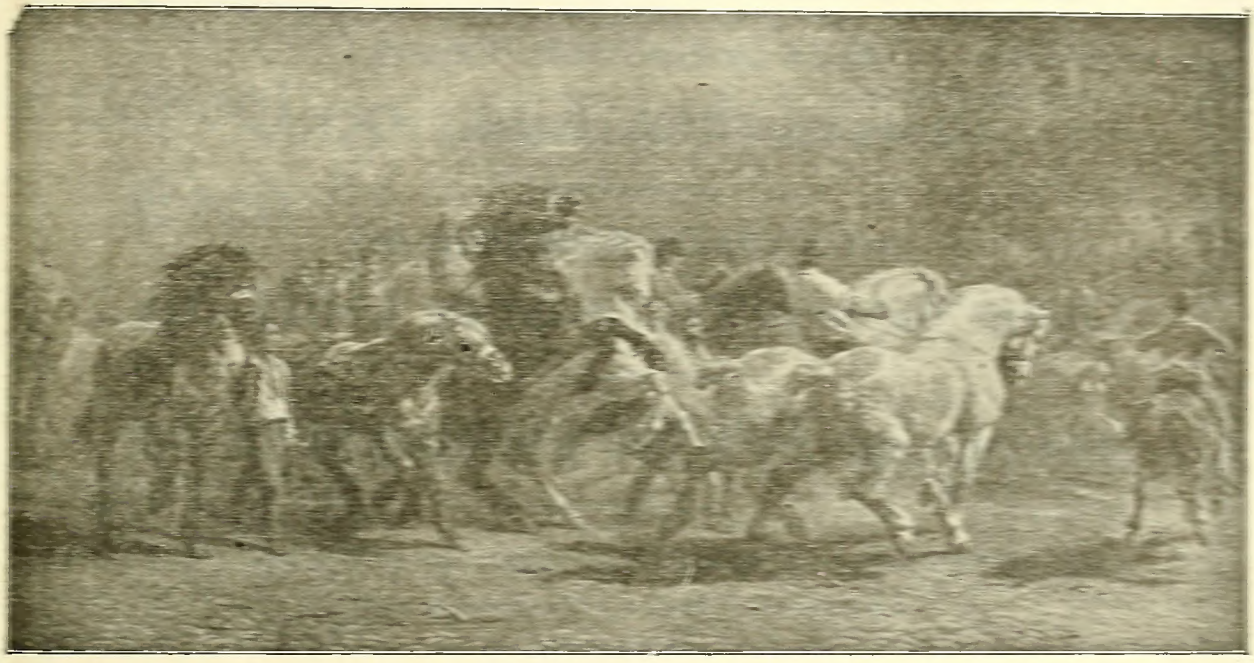
STENOGRAPHY Typewriting, English Correspondence, etc., thoroughly taught by mail or personally at Eastman, Poughkeepsie, N. Y., and the New York Business Institute, 81 East 125th St., New York City.

TELEGRAPHY Typewriting, Penmanship
Duties of Railway and Commercial offices practically taught at Eastman, Poughkeepsie, N. Y. Catalog free. C. C. GAINES,
Poughkeepsie, N. Y.

THE PERRY PICTURES.

BEWARE OF IMITATIONS.

Do not be deceived by catalogs and order sheets resembling ours and copied largely therefrom.



ONE CENT EACH.

For 25 or more, postpaid. Assorted as Desired. On Paper 5½x8 inches.

1600 SUBJECTS.

Mention this paper and send two cents in stamps and we will send ten of our most beautiful pictures, our own selection, during vacation only. Send two-cent stamp for catalog and sample picture.

I am glad to make an exception to my rule to commend to school material, in favor of the "Perry Pictures." I have been greatly interested in them from the first, and regard them as a very important addition to our school equipment. They should be in every school, not only in the largest cities, but in the smallest country districts.—*C. Stanley Hall.*

Send 25 cents for one of these sets of 25 pictures or 50 cents for the two sets. Order by the set number.

SET 49.

Sistine Madonna	Aurora	Mother and Daughter
Four Kittens	Corn Going to Work	Angelus
Shepherdess	Feeding Her Birds	Horse Fair
Song of the Lark	At the Watering Trough	Baby Stuart
Divine Shepherd	Queen Louise	Angel Heads
Christ and the Doctors	Pharaoh's Horses	Sower
Risen	Can't You Talk?	Madonna *Raphael*
The Brookside	Inquietude	Countess Potocka
Tiger and Fox		

SET 50.

Shepherdess Knitting	Holy Night	Madonna of the Chair
By the River	The Mill	The Good Shepherd
Madonna *Mac*	Star of Bay	Princess in the Tower
St. Cecilia	Return of the Herd	School in Bethany
Thoroughbred	Houses of Parliament	Westminster Abbey
Notre Dame	Parthenon	Milan Cathedral
Midnight Sun, Norway	Leaning Tower, Pisa	Arch of Constantine
St. Peter's, Rome	St. Mark's, Venice	Bridge of Sighs
Canal and Rialto		

THE PERRY PICTURES—Extra Size.

Five for 25 cents.
On paper 10x12 inches.

Additional copies 5 cents each. No orders for less than 5 Extra Size Pictures.

A Superintendent writes:—"I have examined pictures of other firms, but yours of the Extra Size are the cleanest and most artistic of any I have seen."

Send 50 cents for these ten Extra Size Pictures. *(Call them Set 52.)*

Angelus	The Shepherdess	Queen Louise	Pursuit's Horses	Can't You Talk?
Feeding Her Birds	Baby Stuart	Angel Heads	Madonna *Raphael*	Risen

PICTURES IN COLORS. TWO CENTS EACH. 325 SUBJECTS.

No orders for Pictures in Colors for less than 25 cents.

The Perry Magazine. It teaches how to use pictures in school or home. Monthly except July and August. $1 per year, 15 cents per number. Send 25c for the beautiful Annual Number (June) illustrated with 15 of the full size Perry Pictures.

PICTURES OF PARIS. 75 pictures of famous buildings, famous pictures, etc., sent postpaid for 75 cents. These are the Perry Pictures.

THE PERRY PICTURES COMPANY, Box 136, MALDEN, MASS. TREMONT TEMPLE, BOSTON. 70 FIFTH AVENUE, NEW YORK.

Send all mail orders to the Malden Office.

In dealing with advertisers please mention the North Carolina Journal of Education.

North Carolina Teachers Assembly

Seventeenth Year.

12th to 17th June, 1900.

AN ATTRACTIVE PROGRAMME.

Living Subjects Discussed by Living Men.

Special Public School Day for County Superintendents and Their Work.

Visit of DR. J. L. M. CURRY, General Agent Peabody Fund,
and a Special Address by him to the Assembly.

THE ADVISABILITY OF COMPULSORY EDUCATION IN NORTH CAROLINA WILL BE DISCUSSED.

ON TO MOREHEAD!

Make your arrangements to spend a few days for both profit and pleasure at the Assembly this year.

No teacher can afford to miss the gathering of teachers this year. It will give new life, new zeal, and greater aspirations for the important work in the future.

Railroad have given us **one fare rates, plus the two dollars membership fee** of the Assembly. Good board will be secured at **one dollar per day.**

This will be a great year for State Political Gatherings.

Let us also make it a **memorable year for a great Educational Gathering.** Remember this will be the last Annual Teachers' Assembly of the 19th Century. Let us make it one worthy of the time in which we live.

For information write

Prof. D. Matt Thompson, President, Statesville, N. C.,
or **C. H. Mebane, Sec. and Treas.,** Raleigh, N. C.

School Book Talk

The Carnefix Practical Sight-Word Reading Chart and Phonic Exercise.

is acknowledged by experts to be the best; adopted by the United States Government for Peurto Rican schools over all competitors; used for beginners in English in every quarter of the globe.

Johnson's Speller

marks a new era in teaching the correct foundation principles of good spelling.

Some of the most progressive and successfnl educators in America pronounce the **Johnson Readers** to be superior to any others on the market. Carefully edited by teachers whose lives have been devoted to educational work. Beautifully illustrated, well printed, artistically and substantially bound.

Lee's Histories

are wonderfully interesting books. The author has a happy faculty of writing history so as to make it exceedingly interesting as well as instructive.

If you are not acquainted with **Johnson's Writing Books, Grammars, Arithmetics, etc., etc.,** you are just a little bit behind the times.

FREE "The Revival of Interest in Southern Letters," by Charles W. Kent; "A National Crime at the Feet of American Parents," by Edward Bok, and "Tripartite Education," an address delivered by B. F. Johnson before the Southern Educational Association at Memphis, December, 1899.

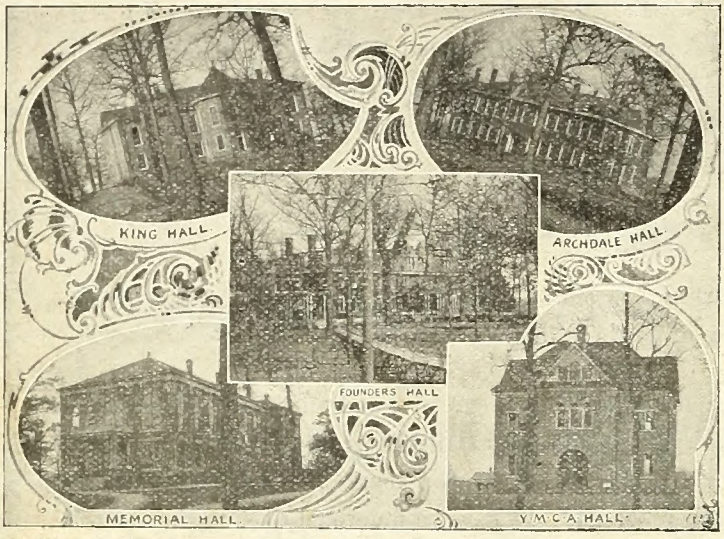
Address:

B. F. Johnson Publishing Co.,

901-903-905 East Main St., Richmond, Virginia, U. S. A.

In dealing with advertisers please mention the North Carolina Journal of Education.

Guilford College,



NORTH CAROLINA.

CO-EDUCATIONAL.

Students admitted any time during the year. Boarding Department for both sexes. Furnished Rooms in Dormitory for girls. Furnished Rooms in Dormitories for boys. Girls' Boarding Club. Boys' Boarding Club. Day Students' Rooms.

Three Regular Courses—Classical, Latin Scientific, Scientific.

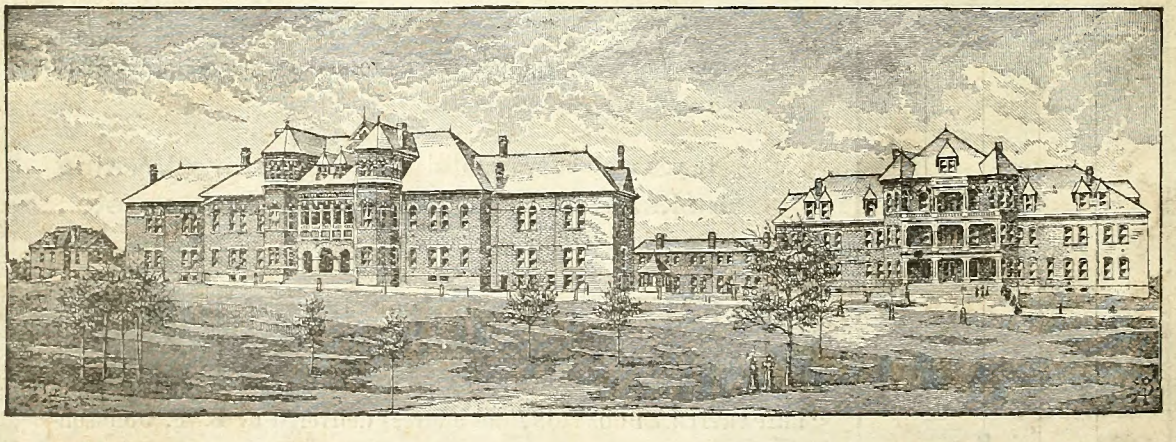
Three Special Courses—Commercial, Music, Telegraphy.

Two Years in Preparatory Department. Ten Experienced Teachers. Good Equipment for Scientific Research. Delightful Location. Library, Laboratories, Museum, Gymnasium, Tennis Courts, Athletic Field.

Expenses low. For Illustrated Catalogue, address

PRESIDENT HOBBS,

Guilford College, N. C.



The State Normal and Industrial College of North Carolina

Offers to young women thorough literary, classical, scientific and industrial education, and special pedagogical training. Annual expenses, including board, $90 to $130. For non-residents of the state, $150.

Faculty of 30 members, representing in culture and training many of the leading colleges and universities of this country and Europe. Three departments of work—Normal Department, Commercial Department, Domestic Science Department. Practice and Observation School of seven grades and more than 200 children under direction of skilful supervising teachers. More than 400 regular students in daily attendance from every section of North Carolina. About 2,000 matriculates during the past eight year.

For catalogue or other information, address

PRESIDENT McIVER, Greensboro, N. C.

In dealing with advertisers please mention the North Carolina Journal of Education.